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ABSTRACT

Connecticut State law requires each constituent unit of higher education to submit its first accountability report to the Connecticut Commissioner of Higher Education by January 1, 2001. The Commissioner is charged with compiling these reports. The accountability measures used were developed by the state's Higher Education Coordinating Council. This document is the inaugural accountability report for Connecticut's higher education system. It provides, for the first time, a compendium of important and timely information about the system and about every public college in Connecticut. The report presents baseline data and trend analysis results on some 91 performance measures. In most instances, 5 years of data are presented to allow the evaluation of trends. The report begins with the presentation of system-level measures. The system-level measures are followed by reports from each of the constituent units of the state higher education system. After the information for each unit, a tentative timeline of future measurement development, refinement, and reporting is included in Attachment A. Attachment B lists the members of the Performance Measures Task Force. (Contains 73 tables and 96 figures.) (SLD)

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Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

FIRST REPORT

Higher Education Counts:

Accountability Measures for the New Millennium

February 1, 2001

Baseline Data Analysis

Public Act 99-285 & 00-220

J Zikmund

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FIRST REPORT

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Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

FIRST REPORT

Preamble

Preamble

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively:

- ensure access for all qualified Connecticut residents both geographically and financially,
- encourage individual growth and development,
- meet the workforce needs of the State's economy,
- are cost-effective, and
- demonstrate unequivocal high performance

To accomplish these goals, Connecticut relies upon an abundant array of public and independent institutions. The public sector, in particular, is a vital public enterprise that, like other systems across the nation, has multiple purposes, goals and expectations. These include, among other things, the education and training of students for future success; research, development and dissemination of new knowledge; and public service in the form of cultural events, community assistance and outreach. It is composed of four separate constituent units that offer a wide array of programs and services ranging from short-term certificate and associate degree to professional and doctoral degree programs. Each of these constituent units has a distinct mission and makes a unique contribution to the state's citizenry:

The ***University of Connecticut*** is a land and sea grant public research university. As such, it offers a wide range of undergraduate and graduate curricula. It has sole responsibility for offering doctoral degree programs in all fields and for post-baccalaureate professional degree programs in areas such as agriculture, dentistry, engineering, law, medicine and pharmacy. Research and service to enhance social and economic well being are major activities of the university in a broad range of fields such as medicine and dentistry; physical, chemical and biological sciences; humanities; and applied professional programs.

The ***Connecticut State University*** consists of four comprehensive state universities located in four geographic regions of the state. Its primary mission is to educate students of all ages and all socio-economic backgrounds through affordable and accessible baccalaureate and selected masters' and sixth year degree and certificate programs. It has special responsibility for teacher training, professional development and graduate education through the sixth year.

The ***Community-Technical College System*** consists of twelve community colleges that are located in every area of the state and serve as active and responsive partners in the academic, economic and cultural lives of their respective communities. The colleges provide occupational, vocational, technical, and technological and career education; community service programs; and programs of general study for college transfer including, but not limited to, general education, remediation and adult education, that represent the first two years of baccalaureate education.

The Board for State Academic Awards operates ***Charter Oak State College***, which is a nontraditional college designed to provide adults with an alternative means of earning degrees of equivalent quality and rigor to those earned at other institutions of higher education. Currently, the College awards four degrees at the associate and baccalaureate levels. It also provides and promotes learning through a variety of means such as electronically and computer-mediated instruction, and video. The Board also operates the Connecticut Distance Learning Consortium, a 36-member organization, that provides a single point of presence for distance education and a high quality technology infrastructure for web-based delivery of courses and services. Charter Oak and eleven other public and private institutional partners use this delivery system for their online courses.

It is because of these special and, in many cases, unique roles that comparisons among these constituent units on measures of accountability are unwise and inappropriate, and should be avoided whenever possible. Instead, any comparisons of the performance of our public colleges should be made against other, similar institutions. It is for the reason that the Board of Governors and the General Assembly through the passage of Public Act 00-220, have required an approved set of comparable or "peer" institutions that have similar missions, roles and characteristics. It is against these peers that comparisons in the following accountability report are made for each institution and constituent unit, while no comparisons among constituent units are provided.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

FIRST REPORT

Introduction

Introduction

Public Act 00-220 requires each constituent unit of higher education to submit its first accountability report to the Commissioner of Higher Education by January 1, 2001. The Commissioner, in turn, is charged with compiling these reports, and transmitting a consolidated accountability report for the state system of higher education to the Joint Standing Committee on Education by February 1, 2001. The law further stipulates that the first report contain baseline data for the approved accountability measures submitted under Public Act 99-285 for which data collection mechanisms exist, along with comparable peer data. The report also must include a timetable for the collection and reporting of the remaining measures, and for the identification of performance improvement targets.

The accountability measures were developed by the Higher Education Coordinating Council and approved by the Board of Governors in February, 2000. The measures are intended to gauge performance on six priority, state level goals:

1. *To enhance student learning and promote academic excellence;*
2. *To join with elementary and secondary schools to improve teaching and learning at all levels;*
3. *To ensure access to and affordability of higher education;*
4. *To promote the economic development of the state to help business and industry sustain strong economic growth;*
5. *To respond to the needs and problems of society; and*
6. *To ensure the efficient use of resources.*

In February 2000, the Commissioner submitted a progress report on the development of the accountability measures for these goals. In October 2000, she submitted an accountability report prototype to the Joint Standing Committee on Education, as required by the law. The prototype provided a preview of the kind of data, analysis and presentation that would be provided in the accountability reports due in February. It also included a listing of the approved accountability measures that could be reported in the first-round reports. This format was utilized in the development and presentation of the measures contained in the following report. Both of these reports can be accessed through the Department of Higher Education's web page at www.ctdhe.org.

Report Focus

This document constitutes the inaugural accountability report for Connecticut's higher education system. It provides, for the first time, a compendium of important and timely information about the system and, more importantly, about every public college in Connecticut. The report presents baseline data and trend analysis results on some 91 performance measures.

The main expectation of this first-round report is to acquire a solid understanding of recent performance on these indicators. In most instances, five-years of data are presented to allow fuller evaluation of potential trends. Analysis of these trends has provided the system and each constituent unit with an opportunity to learn more about the underlying drivers and other important factors associated with performance on some of these measures. In some cases, areas for further study and analysis have been identified, along with suggestions for sustaining, changing and improving performance. In others, the need for refinement of definitions or the measures themselves may be appropriate. However, the constraints of compiling and assembling data for this first report in relatively short order has resulted in less than the desirable amount of time for thorough analysis and reflection. As acknowledged in early progress reports, the identification and development of more appropriate outcome measures, particularly in the area of student learning, needs to continue. It is for these reasons that the Commissioner and the constituent units want to reemphasize that accountability reporting is, and should be, a dynamic and evolving process. This report represents an important first step, but the higher education community is committed to continuing and improving upon these measures.

Report Organization

The report begins with the presentation of system level measures under the auspices of the Board of Governors for Higher Education. They are intended to provide a statewide perspective on the performance of Connecticut's higher education system. For some measures, this includes information on both Connecticut's public and private institutions. The section also touches on several statewide programs administered directly by the Department.

The system level measures are followed by reports from each of the constituent units. Each of these sections begins with a brief discussion of unit mission, strategic priorities and peer institutions used for comparative purposes. In most cases, unit level summary information is presented first, followed by data for each individual campus and related peer institutions, where applicable.

It is important to recognize that these accounts were developed and presented separately by each respective unit. And while the Department worked in collaboration with each unit to attempt to ensure as much consistency as possible, the reader will note important and intentional differences in report focus, style and, in some cases, presentation. For easier navigation of the report, a complete listing of each measure by goal, along with it location within the report, can be found in the Index in the back of the report.

Following the units' presentations, a tentative timeline of future measurement development, refinement and reporting is included on ***Attachment A***. It is in this next phase of performance reporting that each constituent unit and institution will be asked to identify performance targets.

Development of Measures

The development, data collection, analysis and presentation of the accountability measures contained in this report are largely the work of the members of the Board of Governors' Performance Measures Task Force (PMTF). Established in the summer of 1998, the group consists of representatives from each of the constituent units, Connecticut independent colleges and the Department. A current membership list can be found on ***Attachment B***. The PMTF has invested numerous hours to ensure that the measures are appropriate, sound and reliable. One of the major drivers of the group's work was the desire to foster a better understanding of higher education's contributions to the state, spotlight successes and promote continued improvement in student learning and service. The Commissioner would like to take this opportunity to especially thank this group for its continued dedication and commitment to producing this report.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

FIRST REPORT

Board of Governors for Higher Education

Board of Governors for Higher Education

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Board of Governors for Higher Education

Overview

The Board of Governors for Higher Education serves as the statewide coordinating and planning authority for Connecticut's 44 colleges and universities. The public system of higher education consists of 18 degree-granting institutions organized into four constituent units: The University of Connecticut (UConn), including its Health Center Law School and five regional campuses; the Connecticut State University, consisting of four regional state universities; the Connecticut Community-Technical System consisting of twelve community colleges; and Charter Oak State College, the state's only external degree-granting institution. Twenty-seven independent colleges and universities, the U.S. Coast Guard Academy and numerous private occupational schools also serve Connecticut.

At the turn of the millennium, nearly 158,000 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 61% of these students with 25% utilizing the Community-Technical College System, 22% the Connecticut State University and 14% the University of Connecticut. The remaining 39% enrolled at one of Connecticut's independent colleges.

In September 1998, the Board adopted *An Agenda for Action* and endorsed a new vision for Connecticut's postsecondary system that serves as its guide to its future development:

> ***Connecticut and its citizens value and deserve a postsecondary education system of the highest academic caliber. In concert with this commitment, the State's public and independent higher education and postsecondary institutions will capitalize on their distinctive educational strengths that collectively offer geographic and financial access for all qualified residents.***

This vision has guided the Board's priorities over the last two years, and continues to be at the forefront of the Board's actions and activities. For the next biennium, the Board has identified six major budget initiatives in the following areas: *Technology, Student Financial Aid, Accountability, Teacher Shortages, Workforce Development and Facilities Preservation.*

Methodology

The accountability measures contained in this section are intended to focus in on higher education's performance from a statewide perspective. For each major goal, the system level measures attempts to provide the reader with an understanding of how well the system is performing. Where possible, comparisons to other state and national trends are provided. The sources of these data are clearly identified below each table.

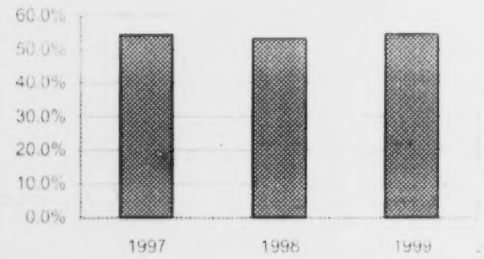
It is important to note that these measures rely heavily on existing data sources. And, as noted in the report introduction, there is much more to be done to develop even more meaningful measures that focus on actual outcomes. In particular, the Department would like to develop better measures of student learning and of employer satisfaction. It also would like to provide an on-going assessment of the condition of our facilities infrastructure. Unfortunately, it currently lacks sufficient funding to undertake these initiatives, but has requested financial support in its FY 2001-03 budget request.

PERCENT OF CT PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN CT HIGHER EDUCATION

Performance Indicator

The percentage of college-bound Connecticut public high school graduating seniors who indicate they plan to attend a Connecticut college or university. This measure speaks to the perceived quality and accessibility of Connecticut's higher education institutions.

What portion of college-bound Connecticut public high school graduates choose to stay in-state to attend college?



Baseline Data Analysis

About 54% of Connecticut's public high school graduates who intend to go to college say they plan to do so at a college or university in this state. In the three years for which data are available, the percentage took a slight dip and then rebounded for the most recent year. The data are based on information collected by high schools about the future plans of graduating seniors by the State Department of Education. While the recent upswing is a positive sign that more aggressive recruitment efforts and increases in student financial assistance may be paying off, Connecticut still loses too many of its talented young adults. And, it does not fully compensate for these losses through in-migration of students from other states. These factors put the state at a competitive disadvantage for future workforce development. Since Connecticut is a small state located in a region rich with high quality higher education choices, it should consider more regional approaches to addressing the net outflow of students, including an evaluation of current tuition setting policies.

	1997	1998	1999	% change 96 to 99
Total public HS grads indicating college plans	20,308	20,551	21,339	5.1%
CT HS grads indicating CT college or university	11,031	10,902	11,682	5.9%
College attenders in CT compared to HS grads with intent to attend college	54.3%	53.0%	54.6%	

Source: CT State Department of Education

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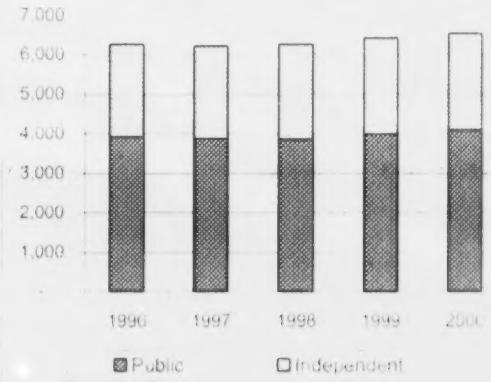
NUMBER OF STUDENTS ENROLLED IN CT HIGHER EDUCATION PER 100,000 POPULATION AGE 18 AND OLDER

Performance Indicator

The number of students enrolled, including full-time or part-time students taking courses for credit at any public or independent institution of higher education in Connecticut divided by the adult state population per 100,000 aged 18 and older. This measure provides a broad statewide indication of system utilization in providing life-long learning to adult citizens of all ages.

How well do Connecticut institutions of higher education promote life-long learning and the need to continually upgrade knowledge and skills?



Baseline Data Analysis

Total college enrollment per 1,000 adults increased overall, from 6,261 to 6,549 during the latter half of the 1990s, an increase of 4.6%. The increase in this ratio was influenced by two factors: enrollment decreases, and then upturns, and the overall decrease in the total state population over age 18. Recent increases in college enrollments are reflective of the expected increase in the number of high school graduates It should be noted that about 46% of Connecticut's high school graduates leave the state to attend college. Therefore, compared to a national rate of 7,200 per 1,000, Connecticut's performance on this measure shows mixed results. Another way that higher education promotes life-long learning is through non-credit instruction, which currently is not measured in a comprehensive and consistent manner. The Department of Higher Education is pursuing the development of a reliable data source for this information

	1996	1997	1998	1999	2000
Total Headcount, Public Institutions	97,157	95,871	95,094	97,672	100,453
Total Headcount, Independent Institutions	57,926	58,188	59,135	60,161	60,256
Grand Total Enrollment	155,083	154,059	154,229	157,833	160,709
Total CT Population 18 & over*	2,476,825	2,478,992	2,464,986	2,453,771	2,453,771
Public Institution Enrollment per 100,000	3,923	3,867	3,858	3,980	4,094
Independent Institution Enrollment per 100,000	2,339	2,347	2,399	2,452	2,456
Total CTHE Enrollment per 100,000 adults	**6,261**	**6,215**	**6,257**	**6,432**	**6,549**

* Estimate for 2000 is same as for 1999 until US Census data is made available

Sources: DHE Fall Enrollment Reports; U.S. Census Bureau – State Population Estimates by Selected Age Groups and Sex Annual Time Series July 1, 1990 – July 1, 1999; www.census.gov/population/estates/state/st99-9.txt

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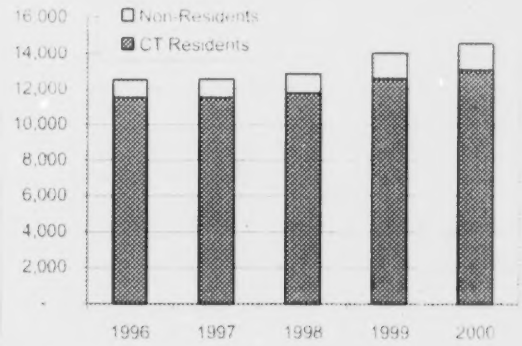
PERCENT OF FRESHMEN WHO ARE CT RESIDENTS

Performance Indicator

The total number of first-time, degree-seeking freshmen who are Connecticut residents as a proportion of the total first-time, degree-seeking freshmen in Connecticut public institutions of higher education. This indicator provides some measure of the desirability of our public colleges and universities to our own residents.

How well do our public institutions do in attracting in-state students to begin their higher education experience in Connecticut?



Baseline Data Analysis

As another indicator of how well our public institutions attract in-state students to begin their higher education experience in Connecticut, this measure has declined modestly over the past five years. In 1996, 10,905, or 92% of the entering freshmen were Connecticut residents. By Fall 2000, the proportion of the total had decreased to 90%, even though the actual number of Connecticut resident freshman had increased by 1,633 to 12,568. The decline in proportion is due to the fact that our institutions are attracting out-of-state students at a faster rate than in-state students. Out-of-state students increased by 45% from 988 to 1,433, while in-state students rose only 15%. These trends, taken together with the number of college-bound students that leave the state, suggest that while our institutions are becoming somewhat more attractive to Connecticut residents, it will be a significant challenge to retain even more in-state students. State policymakers may want to consider the economic benefits of providing incentives to attract more out-of-state students to our college campuses, particularly if workforce projection needs continue to indicate shortages in college-educated workers.

	1996	1997	1998	1999	2000	% change 1996-2000
CT Residents	11,505	11,504	11,762	12,568	13,065	14%
Non-Residents	997	1,028	1,104	1,433	1,496	45%
CT Residents	92%	92%	91%	90%	90%	
Non-Residents	8%	8%	9%	10%	10%	

Includes all first-time freshmen (those who completed high school within the previous year plus others)

Source: IPEDS Fall enrollment

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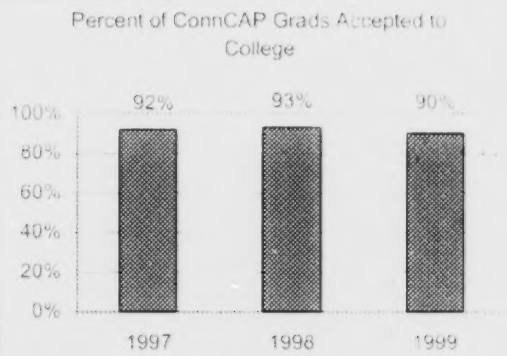
COLLEGE ENROLLMENT RATE OF CONNCAP PARTICIPANTS

Performance Indicator

The percentage of ConnCap participants who graduate from high school and subsequently are admitted to and enroll in college. This indicator speaks to the success of early intervention programs.

How well do state early intervention programs work?



Baseline Data Analysis

The ConnCAP program targets underachieving students who possess the potential for success in middle and high school and provides them with intensive summer and academic year activities and intervention services. It has been extremely successful in getting students to graduate high school and accepted to college. Over 95% of ConnCap seniors graduate from high school. Of those, over 90% get accepted to college. The program has enrolled students beginning as early as eighth grade, and a high percentage of those who continuously participate in the program experience a high rate of success. In the most recent year for which data is available, 1999, a small decrease in the success rates were noted, although the actual numbers are considerably higher than in 1997. The Department of Higher Education, which oversees these programs, will continue to monitor performance and advocate for continued expansion.

Year	ConnCap Seniors	No. Graduating High School	% Graduating High School	No. Grads Accepted at College	% Grads Accepting at College
1997	140	140	100%	129	92%
1998	176	172	98%	160	93%
1999	170	162	95%	146	90%

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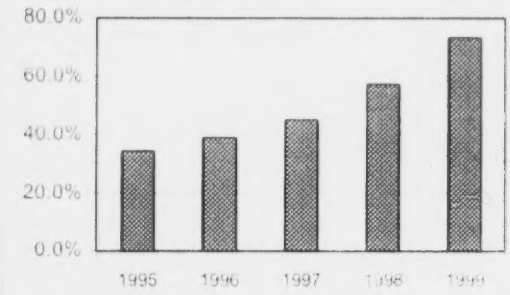
EMPLOYMENT RATE OF ALTERNATE ROUTE TO CERTIFICATION GRADUATES

Performance Indicator

The percentage of Alternate Route to Certification (ARC) graduates who get teaching jobs in Connecticut public schools within one year of program completion as determined by the issuance of a 90-day certificate by the State Department of Education. It is a relative indicator of graduate quality and demand.

Are there alternative ways of certifying teachers to meet demand and still produce quality teachers?



Baseline Data Analysis

Created in 1986, the Alternate Route to Teacher Certification is an innovative program developed by the Department of Higher Education (DHE) to attract talented individuals from fields outside of education into teaching. The program consists of two major parts: a rigorous eight-week period of full-time instruction offered in the summer and conducted by DHE, followed by two years of teaching in a Connecticut elementary, middle or secondary school closely supervised by the State Department of Education (SDE). The program was expanded last fall to add an academic year option. A temporary 90-day certificate is issued by SDE after successful completion of the ARC program and Praxis II exams, and upon the recommendation of one's employing superintendent.

Since 1995, the annual employment rate of ARC graduates teaching in Connecticut public schools has more than doubled from 34% in 1995 to 73% in 1999. Over this five-year period, the program has produced 728 graduates, with the annual number of graduates obtaining teaching jobs within one year almost tripling from 42 in 1995 to 116 in 1999. The ARC program provides an excellent pool of qualified teacher candidates to Connecticut, a majority of whom are teaching in shortage areas such as mathematics, science and world languages.

	1995	1996	1997	1998	1999
Earned 90-day Certificate	42	51	68	94	116
ARC Graduates	123	131	151	164	159
Percentage	34.1%	38.9%	45.0%	57.3%	73.0%

Source: State Department of Education 90-day certificates issued and ARC graduation report.

STATE RANKING OF TUITION & FEES

Performance Indicator

The national ranking of each constituent unit based on the average in-state undergraduate tuition and mandatory fees for public colleges. This indicator permits a national comparison of the affordability of public higher education.

Is Connecticut public higher education becoming more or less affordable for state residents?

	FY 1997	FY 1998	FY 1999*	FY 2000*	FY 2001	Change FY 97-01
University of Connecticut	$4,974	$5,242	$5,330	$5,404	$5,596	12.5%
National Average	3,358	3,515	3,686	3,817	3,996	19.0%
National Rank	7	7	6	6	6	
Connecticut State University	$3,505	$3,601	$3,667	$3,747	$3,908	11.5%
National Average	2,645	2,788	2,915	3,020	3,164	19.6%
National Rank	10	10	9	9	9	
Community-Technical College System	$1,722	$1,814	$1,814	$1,814	$1,886	9.5%
National Average	1,457	1,498	1,544	1,589	1,647	13.0%
National Rank	16	16	16	16	17	

*Tuition frozen by legislative action.

Sources:
2000-01 Tuition and Fee rates: A National Comparison– Washington State Higher Education Coordinating Board (January 2001)

Baseline Data Analysis

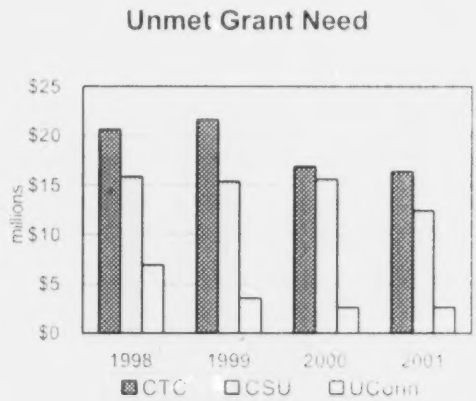
The University of Connecticut (UConn) consistently ranks nationally among the top 10 most expensive public doctoral universities in terms of tuition and fees. Even after two years of a tuition freeze, UConn's rank remains unchanged at 6. Like UConn, the Connecticut State University (CSU) also ranks among the top 10 in terms of student cost when compared to other comprehensive state colleges and universities on a national basis. CSU's rank has remained unchanged at 9, despite the tuition freezes since both Virginia and Massachusetts have substantially cut their tuition. On a national basis, the community colleges tend to be slightly more affordable than their public higher education counterparts, but still are ranked among the top 20 most expensive in the country. After holding both tuition and fees level for three academic years, the two-year system's rank only slightly improved from 16 to 17 in FY 2001. Among the factors contributing to Connecticut's high rankings are: the high cost of living; high cost of salaries and benefits, determined largely through the collective bargaining process; and relatively small colleges requiring similar levels of core support. Connecticut's tuition and fee rates are more in-line with other northeastern states.

UNMET FINANCIAL AID NEED

Performance Indicator

Is the need for student financial aid being met for public schools of higher education?

The change in the value of unmet grant need as measured under federal needs analyses for public colleges minus available student financial aid grants from all sources. Grant need is a proxy measure of overall demand for student financial aid.



Baseline Data Analysis

Connecticut and its public higher education system have done a good job of reducing the level of unmet need, but more needs to be done. Over the three year period from 1998 to 2001, grant need at Connecticut's public institutions increased by 9.2 percent, yet *unmet* grant need *decreased* by 27.8 percent. Significant reductions were recorded by each constituent unit, as indicated above. Need for financial aid grew at slightly over 3% per year, tempered by virtually no increase in grant need at our community colleges. Unmet grant need decreased by about 9% annually, as grant revenue growth outpaced the increase in need. State appropriated need-based aid (Capitol Scholarship and Connecticut Aid to Public College Students) grew by $13.4 million over this time period, or by over 110% (44% per year). Federal aid (Pell and Supplemental Educational Opportunity Grants) registered the lowest increase, at about 5% per year. Institutional grants increased by just over 7% per year, or by a total of $4.7 million. Despite growth in aid, unmet need is still significant at over $31 million. Ensuring that unmet need does not grow will require increases in state, federal and institutional aid that at least keeps pace with tuition and fee growth; reducing this gap further will require even greater funding infusions.

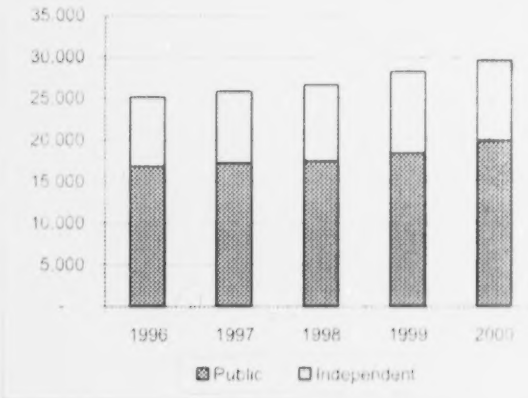
Millions	Grant Need	Pell Grants	FSEOG	Institutional Set-Aside	Capitol Scholarship	CAPCS	Total System Unmet Need
2001	$ 103.7	$ (20.8)	$ (2.2)	$ (26.3)	$ (3.3)	$ (19.8)	$ 31.3
3-year change	9.2%	15.1%	4.4%	22.1%	177.5%	127.1%	-27.8%
2000	$ 99.5	$ (18.7)	$ (2.2)	$ (26.0)	$ (3.1)	$ (14.6)	$ 35.0
2-year change	4.8%	3.3%	6.7%	20.3%	161.7%	67.2%	-19.3%
1999	$ 96.0	$ (17.5)	$ (2.3)	$ (23.0)	$ (1.5)	$ (11.3)	$ 40.4
1-year change	1.1%	-3.1%	10.0%	6.7%	28.2%	29.6%	-6.8%
1998	$ 95.0	$ (18.1)	$ (2.1)	$ (21.6)	$ (1.2)	$ (8.7)	$ 43.4

INCREASE IN MINORITY ENROLLMENT & RETENTION

Performance Indicator

The change in the percentage of minority students enrolled in higher education and changes in the retention rates of minority students.

Are Connecticut colleges attracting and retaining minority students?



Baseline Data Analysis

Minority enrollment continues to increase both in absolute numbers and in proportion to total enrollment. It rose by 4,428 students, or 17.6% from 1996 to 2000. Total enrollment (including both minority and non-minority students) rose only 3.6% during the same time period. The largest increases occurred in public institutions, where minorities increased by 18% compared to 16% at Connecticut's independent institutions. The number of minority students enrolled in Connecticut colleges and universities now stands at 29,616. This represents over 18% of total enrollment, up more than 2 percentage points from 1996. (This includes all students, including non-resident aliens for whom ethnicity data is not available.)

Retention data are not presently available.

						Change From 96 to 00	
	1996	1997	1998	1999	2000	%	No.
Headcount Enrollment							
Public	97,157	95,871	95,094	97,672	100,453	3.4%	3,296
Independent	57,926	58,188	59,135	60,161	60,256	4.0%	2,330
Total	155,083	54,059	154,229	157,833	160,709	3.6%	5,626
Minority Enrollment							
Public	16,892	17,277	17,477	18,461	19,979	18.3%	3,087
Independent	8,299	8,581	9,211	9,806	9,637	16.1%	1,338
Total Minority	25,191	25,858	26,688	28,267	29,616	17.6%	4,425
Minority % of Total							
Public	17.4%	18.0%	18.4%	18.9%	19.9%		
Independent	14.3%	14.7%	15.6%	16.3%	16.0%		
Total	16.2%	16.8%	17.3%	17.9%	18.4%		

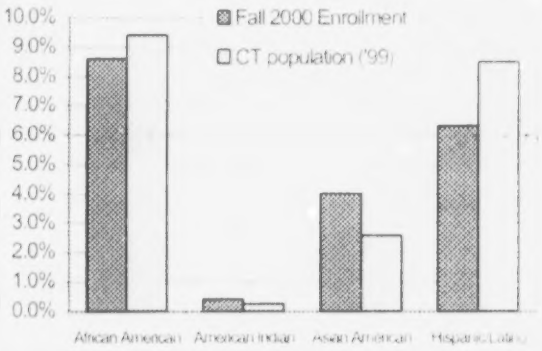
Source: IPEDS Fall Enrollment

MINORITY ENROLLMENT IN HIGHER EDUCATION

Performance Indicator

The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's general population.

Do minority participation rates in Connecticut higher education mirror the proportion of minorities in the state population?



Baseline Data Analysis

On the whole, minority enrollment lags behind its representation in the total population. Minority students represent 19.2% of all U.S. resident enrollment on Connecticut's college and university campuses, whereas the minority population as a whole constitutes 20.7% of the total. The rates for specific groups vary with Hispanic and African Americans lagging farther behind their total proportion in the general population than other minority groups. The disparity for Hispanic students is much larger than for African Americans: a difference of 2.2 percentage points below the Hispanic proportion in the general population, compared with a difference of 0.8 percentage points below the African American proportion in the total population. The participation rate for Asian Americans, however, is 1.4 percentage points higher than in the general population. American Indians represent a small proportion in the total population and among students enrolled in Connecticut colleges and universities, but these proportions are closest among all the racial and ethnic minority groups. Increased efforts for diversity on campuses may yield improvements, as has already been shown in trends data in other performance measures.

	Total Minority	African American	American Indian	Asian American	Hispanic/ Latino
Fall 2000 Enrollment	29,616	13,233	564	6,126	9,693
Fall 2000 % of Enroll	18.4%	8.2%	0.4%	3.8%	6.0%
Connecticut general population	20.7%	9.4%	0.2%	2.6%	8.5%
Enrollment difference from population	-1.5%	-0.8%	0.2%	1.4%	-2.2%

Source: IPEDS Fall Enrollment (2000) and US Census Estimates of Population, 1999

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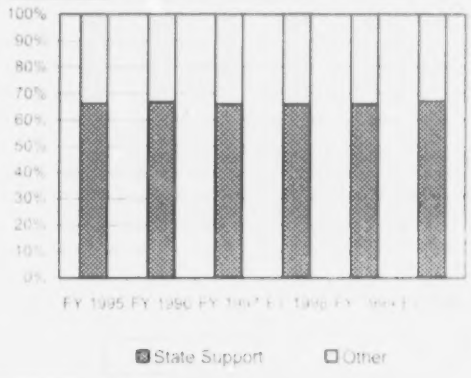
PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

Performance Indicator

The total state appropriations for higher education including general fund fringe benefits, state-supported student financial aid and capital equipment funds for the public system of higher education in Connecticut, as a percent of total educational and general E & G expenditures for these units as defined by the National Association of College and University Business Officers (NACUBO), including capital equipment funds.

Is Connecticut committed to providing affordable access to its higher education system?

State Support for E&G Operating Budget



(millions)	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
State Support	$452.8	$478.4	$479.1	$516.7	$546.4	[illegible]
E&G	$685.3	$715.7	$726.5	$782.4	$828.3	[illegible]
Percent	66.1%	66.8%	65.9%	66.0%	66.0%	67.0%

Source: DHE Cost per Student Database and Charter Oak State College Financial Reports

Baseline Data Analysis

From 1995 through 1999, the State of Connecticut consistently provided about 66% of the E & G operating budget for the public higher education system.* There was a 1 percentage point increase to 67 percent in 2000, due in part to a $3.3 million increase in state-supported student financial aid programs. These programs, the Capitol Scholarship and Connecticut Aid to Public College Students, experienced an $11 million increase in funding from 1995 to 2000. The continued stability of the state's investment is extremely important to the financial viability of our colleges and universities.

It should be noted that the higher education matching grant funds are not included as part of the analysis since they become permanent endowments of each respective college or university foundation. Also, interest earnings from these state-funded endowments that support scholarships, endowed professorships and other programmatic enhancements, are not reflected here.

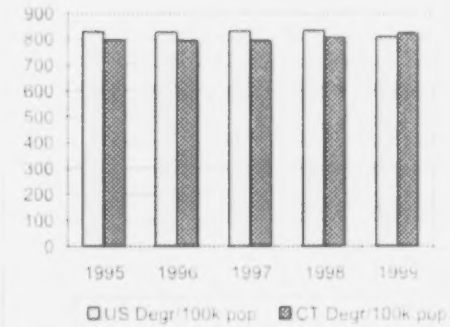
*This measure focuses on education-related expenditures only. Therefore, auxiliary enterprises which are usually not supported with state funds such as student housing, food service and hospital operations are excluded. Because of data consistency issues, expenditures for the University of Connecticut Health Center, Connecticut Distance Learning Consortium and the Department of Higher Education are not included.

DEGREES CONFERRED PER 100,000 POPULATION

Performance Indicator

The annual number of undergraduate and graduate degrees conferred by Connecticut's public and independent institutions per 100,000 population.

How does Connecticut compare in terms of producing a qualified and educated workforce?



Baseline Data Analysis

Connecticut's institutions of higher education have only recently begun to produce more degrees proportionate to the total population than is true nationally. In 1995, Connecticut institutions granted 798 degrees per 100,000 population, compared with a national figure of 830. By 1999, however, the Connecticut institutions granted 824 degrees per 100,000 population compared to the national figure of 808. The increase in proportion reflects increased numbers of degrees granted, with virtually no increase in total state population. Conversely, national figures show population increases of about 1% per year, yet very little change in the number of degrees granted.

A condition these figures do not reflect is the high proportion of Connecticut's high school graduates who leave the state to attend college. While a few of them return to Connecticut and eventually graduate from the state's institutions of higher education, the majority do not. Despite this trend, Connecticut's colleges and universities are preparing more people with degrees, as measured both by absolute numbers and in proportion to the state's population.

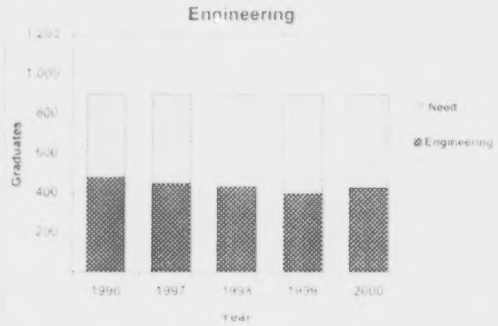
	1995	1996	1997	1998	1999
US Population	262,803,276	265,228,572	267,783,607	270,248,003	272,690,813
CT Population	3,265,293	3,267,030	3,268,514	3,272,563	3,282,031
US Degrees	2,183,723	2,191,713	2,230,589	2,251,722	2,202,018
CT Degrees	26,073	25,927	25,944	26,378	27,037
US Deg/100k pop	830.9	826.3	833.0	833.2	807.5
CT Deg/100k pop	798.5	793.6	793.8	806.0	823.8
Difference	(32.4)	(32.8)	(39.2)	(27.2)	16.3

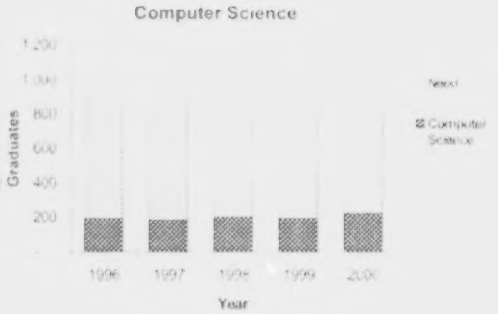
TRENDS IN DEGREES CONFERRED BY CLUSTER AREA

Performance Indicator

The annual number of bachelor's degrees conferred by Connecticut public and independent colleges in the following cluster areas: engineering, computer and information sciences, natural sciences, and business.

How well are our colleges and universities meeting the workforce demands of the state?





Baseline Data Analysis

In two of the fields where a more definitive match between occupation and degree is possible, there is a vast under-supply of Connecticut college graduates. As shown in the graphs at right, the Connecticut Department of Labor estimates the need for more than 900 new engineers annually, but Connecticut colleges and universities now graduate less than half. Degrees in this field have fallen by 11% since 1996. Similarly, approximately 1,000 annual job openings in information technology are expected, but less than one-fourth of that number earn bachelor's degrees in computer science-related fields. However, the number of graduates in this field has risen by 17% over the last five years, a positive sign that our colleges are beginning to respond to business needs.

Two other discipline areas (business and the natural sciences) represent important linkages to Connecticut's workforce needs, but are more difficult to align with specific job opening projections. The number of bachelor's degrees awarded in business programs has grown by 5% since 1996, mirroring the growth in the overall number of bachelors degrees. Of more concern is the decline in the number of graduates in the natural sciences, which has fallen by 8%. Assuming this field continues to be important to the health of Connecticut's economy, the state should consider incentives to increase degree production.

Bachelor's degrees in	95-96	96-97	97-98	98-99	99-00	% change 96-00
Engineering	478	448	431	399	425	11%
Computer Science	193	188	203	194	226	17%
Natural Sciences	1,265	1,206	1,221	1,181	1,167	-8%
Business	2,266	2,278	2,205	2,356	2,389	5%
Total bachelor's degrees in all disciplines	13,814	13,946	14,102	14,447	14,548	5%

EEIC INQUIRIES PER 100,000 POPULATION

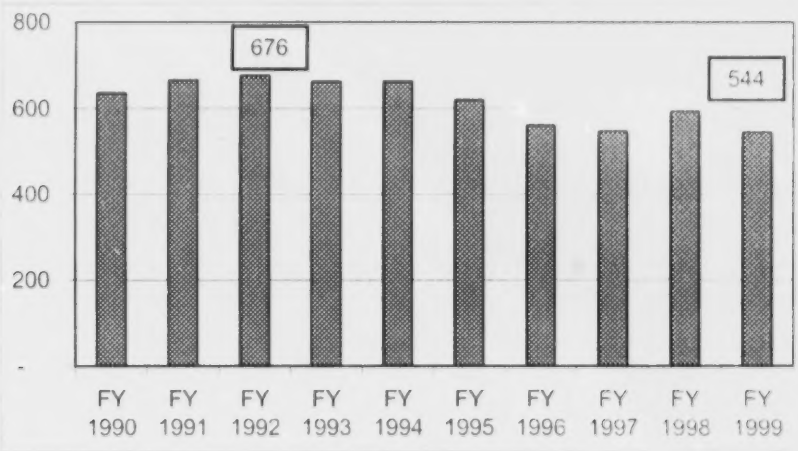
Performance Indicator

The annual number of logged Education & Employment Information Center (EEIC) inquiries during the fiscal year per 100,000 population.

Can and do Connecticut residents obtain up-to-date information about education and employment opportunities from higher education?

Baseline Data Analysis

The Education & Employment Information Center services – information, counseling and referral – are objective, thorough, immediate and free through a 1-800 telephone Hotline. As the only resource of its kind in Connecticut, it has steered an average of 617 inquiries per 100,000 population annually over the last ten years toward suitable learning and job opportunities. The majority of inquiries come from the Hotline (approximately 20,000 annually), however, the EEIC staff also counsel dislocated workers at company closings, conduct Education Exploration Workshops at Connecticut Works Center, and participate in college and career fairs across the state. In FY 1999, the EEIC responded to 544 inquiries per 100,000 population compared to 676 at its peak in FY 1992 indicating a decline of just under 20%. To put these figures in context, unemployment peaked at over 8% in Connecticut during 1992 and has continued to decline to under 2.5% in FY 1999. Clearly, the number of inquiries received follows the unemployment trend. The EEIC not only provides Connecticut citizens with an excellent resource, but also provides this information through a live person.



Sources: U.S. Census Bureau – State Population Estimates Annual Time Series July 1, 1990 to July 1, 1999.

PERCENT OF E&G BUDGET DEVOTED TO PUBLIC SERVICE

Performance Indicator

Total public service expenditures represented as a percentage of total higher education and general (E&G) expenditures among public institutions. Indicates higher education's commitment to offer activities that enrich the state's communities as well as the citizens.

To what extent are higher education resources devoted to public service and community outreach activities?

Baseline Data Analysis

The National Association of College and University Business Officers (NACUBO) defines public service as expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. These activities include community services programs and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, radio and television and consulting delivered to various sectors of the community.

As a percentage of the education and general expenditures, public service expenditures have declined slightly over this period from a peak of 3.3 percent in FY 1995 to a low of 2.9 percent in FY 1999, but for the most part has hovered around 3 percent. However, actual spending on public service activities in Connecticut's public higher education institutions has risen from $30.2 million in FY 1995 to $32.1 million in FY 1999, or 6.1 percent. This suggests that other areas of the budget are increasing at a faster rate than public-service type expenditures. It will be important to monitor this trend and, should it continue, examine root causes.

	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
Public Service Expenditures*	$30.2	$29.9	$29.0	$30.3	$32.1
E&G Expenditures*	$906.6	$946.3	$966.6	$1,003.6	$1,093.4
Percentage	**3.3%**	**3.2%**	**3.0%**	**3.0%**	**2.9%**

Source: IPEDS Finance Surveys
* Expenditures shown in millions. Note: IPEDS finance survey does not capture central office expenditures. However, since figures are relatively small, they would not impact trends.

AMERICORPS MEMBERS IN NATIONAL SERVICE PROGRAMS

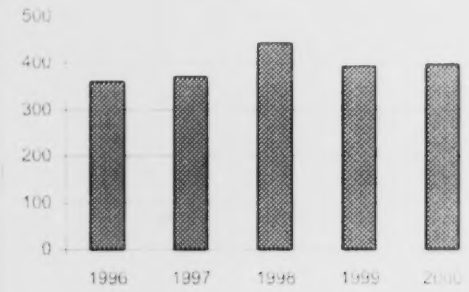
Performance Indicator

Trends in the number of citizens serving in National Service Programs in a fiscal year.

What impact do national community service initiatives have on Connecticut and its citizens?

Baseline Data Analysis

AmeriCorps Members



Annually over the last five years, AmeriCorps, the domestic Peace Corps, has consistently attracted nearly 400 individuals to the opportunity to spend a year serving in Connecticut communities. In return, AmeriCorps members receive an education award of up to $4,725 to help pay for college or pay back student loans. To date, more than 1,800 Connecticut residents have qualified for education awards totaling more than $6,000,000. Two-thirds of Americorps grants are made by the Connecticut Commission on National and Community Service. National nonprofits, such as I Have a Dream Foundation and JumpStart, make other assignments. Other members serve in AmeriCorps VISTA (Volunteers in Service to America) and AmeriCorps NCCC (National Civilian Community Corps). The graph above depicts AmeriCorps members and the table below displays Connecticut's financial commitment to national service over the same period.

Including AmeriCorps members, more than 13,000 people of all ages and backgrounds helped to solve problems and strengthen communities through 53 national service projects across Connecticut in the 1999-00 fiscal year, . Serving through local non-profits, schools, religious organizations and other groups, these citizens tutor and mentor children, coordinate after-school programs, build homes organize neighborhood watch groups, clean parks, recruit volunteers and accomplish other things to improve communities.

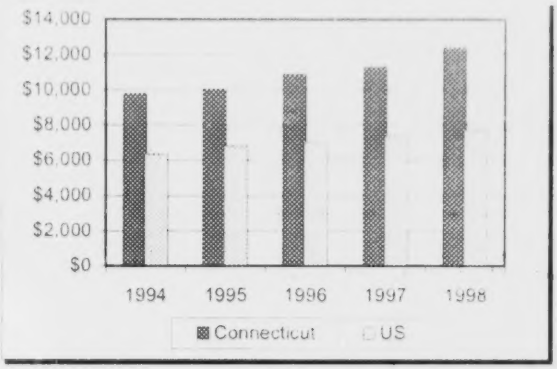
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
National Service Funding	$206,969	$255,215	$511,340	$545,350	$463,713

EDUCATIONAL COSTS PER FTE STUDENT

Performance Indicator

Trends in educational cost per FTE student as defined by the Research Associates of Washington survey compared with the United States average and Connecticut's rank among the states will indicate the rate of expenditure growth compared to the rest of the country.

Do Connecticut public colleges spend more or less than other states to provide educational services?



Baseline Data Analysis

Research Associates of Washington defines educational costs as total appropriation plus net tuition divided by annualized FTE enrollment. The educational cost in Connecticut for the last five years of the survey is displayed in the table below, along with the average national cost and Connecticut's cost in relation to the national average.

Connecticut consistently spends about 50% more per FTE student than the national average. This cost relationship remained relatively stable until 1998 when a surge in cost larger than the other states caused a 5% increase. The surge was caused by a significant increase in the cost of fringe benefits coupled with a continuing decline in annualized FTE enrollment. Were data available for 1999 and 2000 nationally, Connecticut would probably drop again to the 150% range as a result of enrollment growth to offset cost fluctuations.

Connecticut will remain in the top 10% of the cost ranking nationally in company with other states where a high cost of living is evident such as in the northeast. This, together with the impact of collective bargaining and a relatively large number of small public institutions, ensures that Connecticut will continue to spend more per FTE student on educational services than the national average.

	1994	1995	1996	1997	1998	4-year Change
Connecticut Cost	$ 9,761	$ 10,015	$ 10,895	$ 11,292	$ 12,385	26.9%
US Average Cost	$ 6,361	$ 6,795	$ 7,020	$ 7,371	$ 7,714	21.3%
Percent of US Average	153.5	147.4	155.2	153.2	160.6	

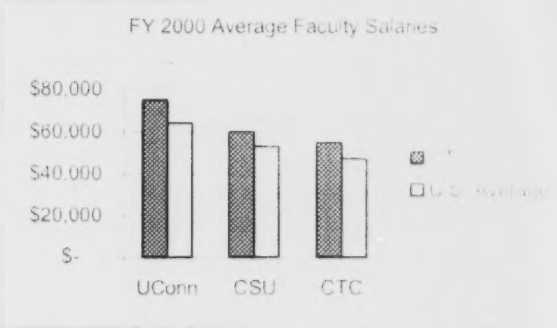
AVERAGE FACULTY SALARIES

Performance Indicator

The average faculty salaries (all ranks) compared to national averages and peer institutions.

Baseline Data Analysis

How do Connecticut's faculty compensation rates compare to other states?



Compared to the national average of public colleges and universities with similar missions, Connecticut's faculty ranks high in salary levels. The difference is partially explained by the higher cost-of-living in Connecticut compared to some other regions of the country. Last year, UConn's average faculty salary was $75,297, compared to a national average of $63,982, or 17.7% higher. CSU's averages were also higher than the national average for four-year public comprehensive institutions at $59,668, compared to $52,982 (12.6% higher). Lastly, the community colleges' average of $54,653 was about 16% higher than the $46,947 national average. These figures do not take into account regional cost-of-living differences, or age and tenure of faculty that may explain part of the differential.

Yet another appropriate way to assess salary levels is to compare them to peer institutions with whom Connecticut colleges may compete for faculty. When compared to their peers, all Connecticut institutions rank among the top three with the exception of Central CSU and Southern CSU which rank slightly lower. These rankings have remained stable over the past five years. In FY 1996, our institutional salaries were about 120% of the national average for respective institutional types. By FY 2000, this percentage had declined across all units to roughly 115 percent, indicating salaries are growing at a slightly faster rank across the nation than in Connecticut. The table below summaries these analyses; further details by fiscal year are presented on the next page.

Unit	FY 2000 Average Salary	FY 2000 Peer Average	Percent of US Average		Ranking Among Peers	
			FY 1996	FY 2000	FY 1996	FY 2000
University of Connecticut	$75,297	$67,948	122	118	2 of 10	2 of 9
Connecticut State University						
Central CSU	$58,839	$57,101	118	111	4 of 6	4 of 6
Eastern CSU	$55,971	$50,895	117	106	3 of 10	3 of 10
Southern CSU	$60,829	$57,625	118	115	6 of 10	8 of 10
Western CSU	$62,217	$48,460	123	118	1 of 10	1 of 10
Community-Tech College System						
Ashuntuck/Northwestern/Quinebaug	$54,051	$39,199	117	115	1 of 6	1 of 7
Capital/Gateway/Housatonic	$56,496	$49,911	126	120	1 of 5	2 of 7
Manchester/Naugatuck/Norwalk	$52,226	$49,116	120	111	2 of 7	3 of 6
Middlesex/Three Rivers/Tunxis	$57,218	$42,065	123	122	1 of 6	1 of 6

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AVERAGE FACULTY SALARIES

	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	Change FY96-00
University of Connecticut	**67,363**	**70,883**	**71,779**	**72,951**	**75,297**	**11.8%**
Peer Average	59,543	62,253	63,442		67,946	14.1%
U.S. Average Public Doctoral Inst.	55,190	57,149	59,051	61,958	63,982	15.9%
Connecticut State University						
Central CSU	**55,649**	**58,218**	**57,420**	**58,901**	**58,839**	**5.7%**
Peer Average	52,646	53,204	54,438	55,727	[illegible]	8.5%
Eastern CSU	**55,237**	**56,545**	**55,470**	**56,391**	**55,971**	**1.3%**
Peer Average	46,146	47,137	47,983	49,441	50,896	10.3%
Southern CSU	**55,605**	**58,360**	**58,669**	**58,696**	**60,829**	**9.4%**
Peer Average	52,921	53,386	54,346	54,630	57,625	8.2%
Western CSU	**58,284**	**63,168**	**61,694**	**62,900**	**62,217**	**6.7%**
Peer Average	44,323	45,189	46,416	46,593	48,842	10.2%
US Ave. Public Comprehensive Inst.	47,350	48,943	49,852	51,294	52,892	11.9%
Community-Tech. College System						
Asnuntuck CC	**50,173**	**53,352**	**53,419**	**58,567**	**61,232**	**22.0%**
Northwestern CT CC	**50,491**	**52,088**	**47,820**	**50,862**	**51,533**	**2.1%**
Quinebaug Valley CC	**45,594**	**46,657**	**46,124**	**48,103**	**50,541**	**10.9%**
Peer Average	36,000	35,788	37,270	38,825	34,199	8.9%
Capital CC	**56,230**	**56,880**	**55,256**	**57,399**	**59,136**	**5.2%**
Housatonic CC	**52,192**	**54,312**	**53,743**	**53,742**	**52,388**	**.4%**
Gateway CC	**50,119**	**53,609**	**53,027**	**55,190**	**57,856**	**15.4%**
Peer Average	39,080	40,949	41,570	48,077	49,911	27.7%
Middlesex CC	**50,718**	**54,083**	**51,504**	**56,269**	**57,810**	**14.0%**
Three Rivers CC	**51,448**	**53,803**	**52,288**	**55,840**	**58,781**	**14.3%**
Tunxis CC	**52,372**	**51,407**	**60,158**	**54,207**	**54,515**	**4.1%**
Peer Average	39,447	40,230	40,775	41,842	42,065	6.6%
Manchester CC	**48,219**	**50,264**	**47,861**	**50,188**	**51,536**	**6.9%**
Naugatuck Valley CC	**51,734**	**51,905**	**50,125**	**52,667**	**53,326**	**3.1%**
Norwalk CC	**51,076**	**51,530**	**48,125**	**49,096**	**51,641**	**1.1%**
Peer Average	43,457	44,767	46,180	47,850	49,116	13.0%
US Average 2-Yr Public Institutions	41,970	43,356	44,192	46,258	46,947	11.9%

Source: IPEDS Faculty Salary Survey. In some years, some of the peer data was missing or not available.

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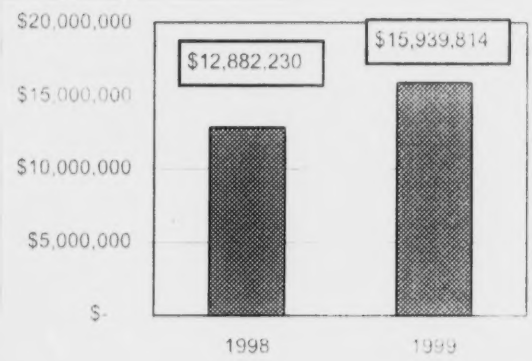
PRIVATE FUNDS RAISED UNDER HIGHER EDUCATION MATCHING GRANT PROGRAM

Performance Indicator

The total dollar amount of endowment eligible gifts received by Connecticut public higher education each calendar year under the Higher Education Matching Grant Program. Private resources are critical to the support of current operations and the fiscal stability of Connecticut's public institutions.

To what extent does Connecticut leverage public tax support to attract private investment?



Baseline Data Analysis

Public Act 97-293 created a 2:1 private to public endowment matching grant program for the constituent units of higher education known as the "Higher Education Matching Grant Program." By definition, an endowment is a permanent fund bestowed upon an institution/foundation, usually for a specific purpose, in which the principal remains intact while the investment earnings can be expended. Each unit is eligible for a maximum state grant for ten years. Prior to 1997, UConn had a two year, 1:1 match program. Private and matching state funds must be used for scholarships, endowed professorships or program enhancements.

	1998	1999	Grand Total	% Change
University of Connecticut	$10,637,771	$12,800,000	$30,470,439	20.3%
Connecticut State University	1,291,113	1,414,161	2,705,274	9.5%
Connecticut Community Colleges	841,574	1,620,300	2,461874	92.5%
Charter Oak State College	111,772	105,353	217,125	(5.7%)
Total	$12,882,230	$15,939,814	$35,854,712	23.7%

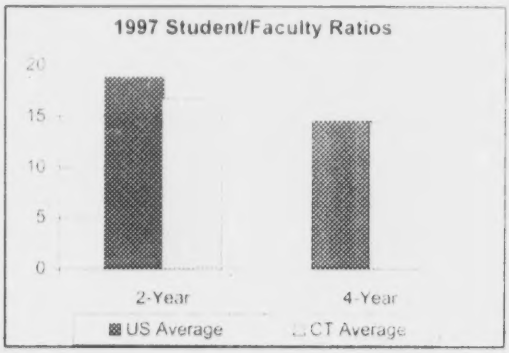
In the first year of the program, the system raised $12.9 million. This was followed by $15.9 million the second year, representing a 23.7 percent increase in endowment eligible gifts. In total, the program has raised over $35.8 million in private endowment gifts. With the addition of the matching funds from the State totaling $15.2 million over this two-year period, the total endowment increase is $51 million. This represents a great start from which to continue building financial stability for the Connecticut public higher education system.

STUDENT/FACULTY RATIOS

Performance Indicator

The student/faculty ratio of Connecticut public two- and four-year institutions compared to national averages as published by the National Center of Educational Statistics (NCES).

How efficiently do Connecticut public institutions deliver instructional services?



Baseline Data Analysis

The National Center of Educational Statistics (NCES) estimates national and state student/faculty ratios biennially from the Integrated Postsecondary Education Data System (IPEDS) fall enrollment and staff reports. The application of the NCES formula has allowed Connecticut ratios to be calculated in the off-years for ongoing comparison purposes.

Up until 1997, public community colleges in Connecticut enjoyed a student/faculty ratio well below the national average, as noted in the accompanying chart and table. In 1997, for example, Connecticut's ratio was 16.8 students for every faculty member, compared to a national average of 18.8, or a difference of over 11%. This trend may reflect the fact that Connecticut has a comparatively large number of small two-year colleges for a state of its size. The upward turn in the ratio began after the state's Early Retirement Incentive Program (ERIP) significantly reduced the number of faculty. As enrollments continued to decline during this period, retired faculty were not replaced as quickly. Since 1997, the number of faculty (full-time equivalent) has decreased by 8% while enrollment has increased by 5%. The ratio now stands at 19.3, more in-line with national trends.

From 1995 to 1997, the ratios for four -year public colleges in Connecticut have tracked very close to the national average. (It is important to note that the national data do not distinguish between research universities, which tend to have much smaller ratios, and other four-year colleges.) Unlike the two-year sector, a decrease in the ratios begins in 1997 when faculty lost to ERIP were rapidly replaced and enrollment did not begin to rise until 1998. By 2000, with enrollment growth outdistancing faculty growth (10% compared to 8.7 percent), the ratio is back in line.

Student/Faculty Ratio	1995	1996	1997	1998	1999	2000
US Public 4-year colleges	14.8		14.5			
CT Public 4-year colleges	14.5	14.6	14.4	14.1	14.2	14.6
US Public 2-year colleges	19.5		18.8			
CT Public 2-year colleges	16.6	16.5	16.8	17.7	18.7	19.3

Board of Governors for Higher Education
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State of Connecticut

FIRST REPORT

University of Connecticut

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University of Connecticut

Founded in 1881, The University of Connecticut, is a land grant, sea grant, and space grant consortium institution. UConn includes the main campus in Storrs as well as five regional campuses located throughout the state in Avery Point, Stamford, West Hartford, Torrington and Waterbury. The latter three joined administratively as a single Tri-Campus. The School of Social Work sits on the West Hartford regional campus, only a few miles away from the Law School's Hartford campus. Throughout this report the term "Storrs+" represents the Storrs Campus, the five regional campuses, plus the Law School and the School of Social Work. The University's Health Center in Farmington includes Schools of Medicine and Dental Medicine, selected graduate programs, medical and dental clinics, and the John Dempsey Hospital and is referenced separately.

Mission

The mission of the University of Connecticut is to serve as the flagship for public higher education and the sole public doctoral degree granting institution in the state; serve as a center for research dedicated to excellence in higher education and in fulfillment of its land grant status; meet the educational needs of its undergraduate, graduate, professional and continuing education students; and, provide faculty with a means to develop their intellectual capacity through teaching, research and interaction with society. Through the integration of teaching, research and service, the University provides an outstanding educational experience for each student and contributes to the state's social well-being and economic development.

The University's Health Center pursues a mission of providing outstanding health care education in an environment of exemplary patient care, research and public service. This includes: providing educational opportunities for Connecticut residents pursuing careers in medical and dental care professions, public health, biomedical, and behavioral sciences; helping health care professionals maintain their competency through continuing education programs; and, furthering Connecticut's economic development through the translation of research into new technologies, products and jobs.

The education of students in a research university goes beyond the formal acquisition of knowledge and the critical assessment of that knowledge to include skills and training in the methods of generating knowledge. The State invests in a public research university so that education in these advanced skills is available to any of its citizens with the requisite abilities and motivation. The State's investment also supports the University's translation of ideas into activity, products and jobs, fostering and building upon insightful methods for creating new knowledge so that future generations will have the ability and means to meet any and all challenges that confront them. Teaching motivated, well-prepared students who are eager to learn from accomplished and engaged faculty doing "cutting-edge" research is the fundamental mission of a research university.

Overview

UConn has 17 Schools and Colleges offering 8 different types of undergraduate degrees including a choice of 98 majors. At the graduate level, 12 different degrees are offered in over 80 fields of study. The terminal professional degrees offered by the University are law, medicine, dental medicine, and pharmacy.

The last decade of the 20th century was exciting for the University in terms of the campus unprecedented transformation. We enter the new century invigorated. UCONN 2000, our ten year capital improvement program, continues to dramatically change the face of the University. The UConn 2000 program, the Strategic Plan, and the Master Plan for Facilities have enabled us to sharply hone our vision of what can be and what we must provide Connecticut's citizens. Our campuses have been rejuvenated, both physically and academically.

Facility construction and renovation, combined with equipment and technology upgrades as well as deferred maintenance efforts, have already produced impressive results. The University is attracting high quality students and faculty. Enrollment and SAT scores of enrollees have increased significantly, and prominent new faculty continue to be recruited.

UConn's average annual fundraising growth rate of 22% for the past five years is double the national average. Between Fiscal Year 1995 and Fiscal Year 2000: annual private donations have increased from $8 million to $37 million; the endowment has increased from $50 million to $221 million; total assets under management have increased from $65 million to $264 million; and, the cost of raising money has been cut in half to 18 cents per dollar.

Sponsored awards for Storrs+ and Health Center programs have increased nearly 13% over last year, rising to $123.2 million in FY 00. Award totals for this year thus far are $15 million above figures for the same point last year. Clearly, we are on track to significantly surpass last year's results.

The University's Health Center is making great strides in other areas, as well, such as restructuring operations, cost-saving efforts, and new programmatic and research initiatives. The Health Center's new state-of-the-art Academic Research facility has produced returns in the form of significantly increased research funding and activity, as reported above. The Health Center is implementing its Strategic Plan, which is designed to capitalize on education and research strengths and sets the course for Health Center investments in new resources. The Strategic Plan provides the framework for four new Signature Programs that connect our basic research, translational research and clinical programs: Connecticut Health, Brain and Human Behavior; Cancer; and, Muskuloskeletal Medicine.

The University has set long-term goals, the progress of which are monitored regularly and reviewed annually. The University's performance measures are congruent to these goals. The themes of excellence, access, affordability, partnership with the state of Connecticut in economic development, responding to the needs and problems of society, and ensuring the efficient use of resources run prominently through both our goals and these measures.

Methodology

On the following pages, the University of Connecticut's position with respect to performance indicators and legislative goals will be presented within this context and in some cases, in comparison with peers. A word of caution regarding interpreting peer information. No two institutions are the same, let alone eight or nine. Each institution has its own distinct characteristics that effect its operations. The institutions being compared to us are those that were most similar to us based on selected available criteria and will provide some level of comparative information to illustrate areas of success and areas in need of improvement. In summary, there is a great deal of information regarding the University in this report which presents a clear picture of what we are about, what we do, and what our plans are for the future.

Peers for the University of Connecticut

Peer selections were based on the University's review of a list of peer institutions generated by a model developed by the Connecticut Department of Higher Education (DHE). The University and DHE agreed upon the following peers:

Storrs+
- University of West Virginia
- University of Massachusetts
- Iowa State University
- University of Missouri
- Colorado State University
- Rutgers University
- University of Tennessee
- Louisiana State University
- University of Nebraska
- University of Iowa

Health Center

School of Medicine:
- University of Massachusetts
- University of Vermont
- University of Medicine and Dentistry of New Jersey System
- SUNY System Schools of Medicine (Buffalo, Brooklyn, Stony Brook, and Syracuse)

School of Dental Medicine:
- University of Medicine and Dentistry of New Jersey System
- SUNY Buffalo and Stony Brook
- University of Maryland

Subsequent to the identification of these peers, our IPEDS data analyses indicated a variety of reporting methods for universities with medical centers (e.g., reporting health centers separately, reporting them together with the other university programs, and no separate reporting of medical and dental schools). Therefore, among the peers listed above, three distinct peer sets were developed, one for Storrs+, a second for the Health Center, and a third for the total University (this includes institutions reporting both programs together and sums for institutions reporting their undergraduate/graduate programs and Health Center separately).

Storrs+	Health Center	Combined
Colorado State U	SUNY Brooklyn	U Iowa
Iowa State U	SUNY Stony Brook	West Virginia U
Louisiana State U	Louisiana State U	Louisiana State U
U Massachusetts	U Massachusetts	U Massachusetts
U Missouri	U Missouri	U Missouri
U Nebraska	U Nebraska	U Nebraska
Rutgers U	Rutgers U	Rutgers U
U Tennessee	U Tennessee	U Tennessee
	U Maryland	

QUANTITATIVE & WRITING SKILLS

Performance Indicator

Proportion of graduating undergraduates completing university requirements for demonstrating written communication and quantitative analysis skills. *(Storrs+)*

Do students who graduate have writing and quantitative skills consistent with higher education accreditation standards?

Baseline Data Analysis

All UConn undergraduates must meet writing and quantitative requirements to graduate. The University of Connecticut's recognition of the importance of written communication and quantitative analysis skills is evident in its general education academic requirements for degree completion. These include four specially designated writing courses (English Composition, Literature Composition, and two additional Writing "W" courses), as well as two Quantitative "Q" courses and one computer applications "C" course. All students must pass a University administered examination before they can enroll in the quantitative courses required for graduation. Students may take more of these types of courses based on their major or personal preference. Also, it should be noted that these types of skills will be honed in course work not designated specifically as "W" or "Q" courses.

The University has been offering "Q" and "W" courses for two decades, and these requirements have more than fulfilled their objective. In the spirit of a University ever moving forward, we are in the process of building on this success by assessing the efficacy of this system and considering whether a different structure might further enhance our students' skills. The structure under consideration includes the following parts:

(1) assessment at entrance to the University relative to clearly articulated standards;
(2) intensive work in first two semesters, as necessary, to establish university-level foundational skills; and
(3) further development in major courses, consistent with exit expectations.

In addition, all general education courses will involve a writing component. In short, the University of Connecticut is considering a competency-based program of skills development.

UConn students are currently graduating with writing and quantitative skills consistent with the New England Association of Schools and Colleges (NEASC) Standard 4.19:

> "Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning."

Follow-up surveys are sent annually to graduating classes. Respondents are asked to rate "the importance of" and the "extent to which UConn helped you" in benefits such as "writing clearly and effectively" and "thinking in quantitative terms, understanding probabilities, proportions, etc. Responses to these two items have been very positive.

LICENSURE & CERTIFICATION EXAM PERFORMANCE

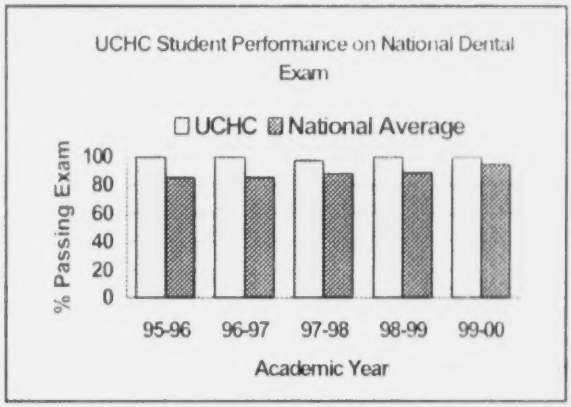
Are graduating students prepared to practice their professions?

Performance Indicator

Passing rates in licensure and certification examinations. *(Storrs+ and Health Center)*

Baseline Data Analysis

UConn students continue to succeed on licensure and certification exams which are an integral part of many their academic programs. Passing rates on these exams are a strong indication of student learning and competency as well as readiness to practice a profession.



Source: National Boards of Medical & Dental Examiners

National certification examinations are required of all students in the Schools of Medicine and Dental Medicine. Students must pass these in order to move on to the next phase of their preparation, residency. The National Board of Medical Examiners Step 1 exam is administered to first-time test takers at the end of the second year as is the National Board of Dental Examiners Part 1 exam. Step 2 and Part 2 exams are given in the fourth year. The 1999 graduating class was the first School of Medicine class proceeding through all four years of the new School of Medicine curriculum. For Part 1, the School of Dental Medicine was ranked 2nd out of 55 dental schools and for Part 2 it was ranked 4th. Rankings were not available for the School of Medicine.

Students in selected Storrs+ programs also must take licensure and certification exams. These are discussed on the following page.

STUDENT PERFORMANCE ON NATIONAL MEDICAL AND DENTAL EXAMS

PERCENT PASSING EXAMS	95-96	96-97	97-98	98-99	99-00
National Board of Medical Examiners					
Step 1					
UCHC	**95%**	**92%**	**89%**	**97%**	**98%**
National	91%	93%	93%	94%	95%
Step 2					
UCHC	**99%**	**92%**	**94%**	**98%**	**99%**
National	93%	94%	95%	95%	NA
National Board of Dental Examiners					
Part 1					
UCHC	**97%**	**100%**	**94%**	**100%**	**98%**
National	88%	85%	88%	86%	88%
Part 2					
UCHC	**100%**	**100%**	**97%**	**97%**	**100%**
National	85%	85%	88%	88%	94%

LICENSURE & CERTIFICATION EXAM PERFORMANCE

Baseline Data Analysis (Continued)

Selected examples of Storrs+ academic programs that require passing licensure and certification exams are presented below.

School of Law: Performance on the Bar exam which is required to practice law has been impressive in recent years. Passing rates have grown from 73% in 1995-96 to 88% in 1999-00 a substantial climb.

School of Allied Health: The following programs in this school require exams: Physical Therapy, Diagnostic Genetic Sciences, Dietetics, Medical Technology, and Cytotechnology. Passing rates on these exams range between 90 and 100 percent, also very impressive.

College of Liberal Arts and Sciences (CLAS): Among CLAS disiplines that require licensure and certification examinations, Communication Sciences, for example, has had a 100% passing rate by master's degree graduates since 1965 on the Speech-Language national clinical certification exam. Also, in the past decade, 45 of 50 master's degree graduates have passed the audiology national clinical certification exam. Actuarial Sciences' students' performance on rigorous professional exams has traditionally exceeded national averages.

School of Nursing: Dating back to the beginning of 1995, 84% (200 of 239) of first-time test takers passed the licensure exam for School of Nursing graduates.

Neag School of Education: A necessary condition for program completion of the Integrated Bachelor's/Master's Teacher Education Program is a passing score on the Praxis II exam. All students taking the Praxis II this past year passed.

School of Business Administration (SBA): Students' performance on Certified Public Accounting (CPA) exams continues to be well above the state average and at or above the national average. The passing rate on state and national exams required of students completing the SBA's Long-Term Health Care Management Program consistently have been the highest in the state. Over the past five years, 114 of 120 (95%) students from UConn have passed this exam that is required for becoming a nursing home administrator.

School of Pharmacy: The passing rates on licensure exams in 1999, like those in previous years, were at or above the national average.

College of Agriculture and Natural Resources (CANR): CANR assists the state: training and licensing wildlife rehabilitators, and nuisance animal control officers; offering a 14 week accreditation course for the Connecticut Landscape & Nursery Association. CANR graduates become licensed or certified by selected agencies, e.g., American Association of Laboratory Science, American Dietetics Association, State Department of Environmental Protection.

College of Continuing Studies—3/4 of students completing certificate programs in Real Estate Sales and 90% of Real Estate Broker program completers pass their licensure exams.

RESEARCH PERFORMANCE

Performance Indicator

Total Research Expenditures
(Storrs, Health Center and Total)

How is academic excellence achieved through research endeavors?

Baseline Data Analysis

Research performance, as exhibited by the table on the right, is on the rise. Research expenditures for Storrs+ and Health Center, combined, increased 20% between FY 1996 and FY 2000, from $96.3 million to $115.8 million.

Research investments from both the University and outside sponsors reap numerous benefits: the value-added that comes from the enhancement of knowledge and new discovery; faculty contributions to cutting edge discoveries and developments additional funding to support the work of the University; increased educational opportunities for the students; and direct economic benefit to the State's economy through transfer of technology and other scientific advancements. Heightened awareness of the University's research mission has occurred in recent years, and UConn's research operations have been strategically reorganized with an eye toward increased efficiency, accountability, and enhanced competitiveness for research awards on all its campuses. Aggressive faculty recruitment has brought established investigators to both Storrs+ and the Health Center, strengthening existing research programs and setting the stage for the development of new ones.

UConn 2000 has enabled the construction of teaching and research facilities in Storrs and Avery Point, and has helped recruit high quality faculty and students. The building program for Storrs+ has also spurred state-of-the-art equipment purchases for these newly constructed facilities (the Chemistry Building, the Agriculture Biotechnology Laboratory, and the Marine Sciences Center at Avery Point). UConn+ experienced healthy growth in its portfolio of sponsored programs in both FY 1999 and FY 2000, and we think UConn 2000 is a major reason.

The 7.7 percent increase in awards for FY 1999 was followed by a 9 percent increase for FY 2000. Sponsored funding for Storrs+ is already up another $5 million thus far for FY 2001. At the UConn Health Center, the new Academic Research Building is also reaping immediate benefits. Funding increased by $8 million in FY 2000 and is up another $4 million this year.

RESEARCH PERFORMANCE

Baseline Data Analysis (Continued)

IPEDS data presented in the table below illustrate the growth in research expenditures at both Storrs+ and the Health Center. Between FY 1996 and FY 2000, expenditures grew from $57.2 million to $64.8 million at Storrs+ and from $38.1 million to $51.0 million at the Health Center. Peer comparisons show Storrs+ has room for improvement, but the steps taken as discussed on the previous page will close the gap with its peers. The Health Center research numbers are on a par with its peers based on the data below.

RESEARCH PERFORMANCE	FY96	FY97	FY98	FY99	FY00
(in millions)					
Research Expenditures					
Storrs+	**$57.2**	**$51.8**	**$53.3**	**$54.8**	**$64.8**
Peers	$95.3	$98.6	$102.1	$105.8	Not Avail.
% Total Expenditures					
Storrs+	**12.8%**	**12.0%**	**12.0%**	**11.2%**	**12.1%**
Peers	16.1%	16.5%	15.8%	16.2%	Not Avail.
Research Expenditures					
Health Center	**$38.1**	**$37.8**	**$42.8**	**$43.0**	**$51.0**
Peers	$36.8	$41.7	$45.9	$47.7	Not Avail.
% Total Expenditures					
Health Center	**11.6%**	**10.9%**	**10.8%**	**9.8%**	**10.3%**
Peers	9.4%	10.2%	9.3%	9.0%	Not Avail.
Storrs+ & Health Center	**$95.3**	**$89.6**	**$96.1**	**$97.8**	**$115.8**

The IPEDS data for Storrs+ in Fiscal Year 2000, presented above, does not include recovered indirect expenses, cost-shared (i.e., unassessed) indirect expenses, and contributed faculty time and effort. These expenses contribute significantly to the scope of research investments made by the University each year, and these expenses are included in data UConn annually provides to the National Science Foundation (NSF) as part of its comprehensive analysis of the nation's research and development (R&D) activities.

The latest national rankings from the National Science Foundation, for FY 1998, shows that the combined UConn campuses continue to be ranked in the top 100 public institutions nationally in terms of R&D expenditures. The University's rank in FY 1998 was 48.

FACULTY PUBLICATIONS

Performance Indicator

Number of annual publications per faculty member. *(Storrs+)*

What output measures of scholarly and creative endeavors do we have?

Baseline Data Analysis

Faculty productivity is high based on the number of publications and creative products generated annually (see chart below). The numbers reflect a faculty who are consistently publishing a good number of scholarly books, textbooks, lab/tech manuals, software, book chapters, technical reports, published conference proceedings and journal articles and, in the case of fine arts faculty, producing creative products such as plays, musical compositions, paintings, and other artistic creations.

Total publications/products have been relatively stable over the last five years, ranging between 3,000 to 3,400. On average, research (equivalent to full-time) faculty members produce three publications/creative products per year. This number may not impress the layperson, but each of these products is labor intensive, requiring countless hours of research, analysis, writing, re-writing and production.

It should be noted that the faculty are maintaining this level of productivity while simultaneously teaching and performing service to the community and state. The work that faculty members do in preparing a product worthy of publication and the knowledge from this work can be transferred to students via the classroom and to all those who read the work, watch the stage production, view the work of art, or listen to the creative piece of music composed by a faculty member.

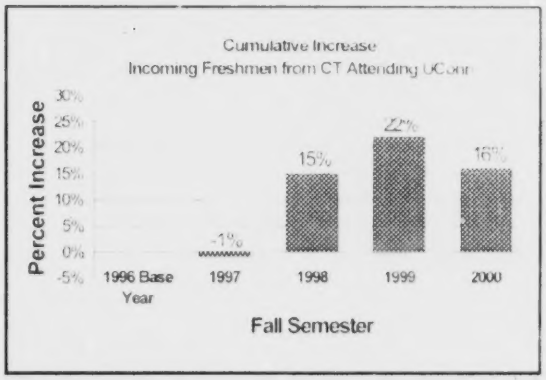
Faculty Publications	95-96	96-97	97-98	98-99	99-00
Publications	3,047	2,606	2,640	2,896	2,784
Research Faculty (excl. Arts faculty)	1,099	1,059	1,012	1,049	1,063
Publications Per Faculty	2.77	2.46	2.61	2.76	2.62
Creative Products	370	298	485	423	473
Arts Faculty	67	60	59	62	62
Creative Products Per Arts Faculty	5.52	4.97	8.22	6.82	7.63
Total	3,417	2,904	3,125	3,319	3,257
Research Faculty (incl. Arts faculty)	1,166	1,119	1,071	1,111	1,125
Total Per All Research Faculty	2.93	2.60	2.92	2.99	2.90

CONNECTICUT FRESHMEN

Performance Indicator

Number and percent of freshmen who are Connecticut residents. *(Storrs+ and Health Center)*

How well does UConn do in attracting in-state students?



Baseline Data Analysis

The number of freshmen from Connecticut has increased significantly since the Fall of 1996, about 16%. This reflects UConn's demographically effective recruiting efforts, the impact of UCONN 2000 on school choice, enhanced merit– and need-based financial aid programs, successful athletic programs providing valuable exposure to the University, and a well-publicized fund-raising effort producing major financial gains for the University. While efforts to recruit out-of-state students continue to broaden the student population base and enrich the college experience, the value of keeping our Connecticut students at home, both in the present and for the future, is recognized as the University moves forward.

The Health Center's percentage of in-state medical students has ranged from about 80 percent to 90 percent between Fall 96 and Fall 00. The School of Dental Medicine has had a somewhat smaller proportion of in-state students. This past fall the negative publicity related to the Health Center's financial status was cited by many in-state applicants to the School of Dental Medicine who rejected offers for matriculation. This is expected to turn around as the Health Center continues it own turnaround.

Fall Semester	1996	1997	1998	1999	2000
Storrs+					
Total First-Time Freshmen	2,774	2,761	3,227	3,645	3,585
Total from CT	2,266	2,282	2,596	2,756	2,625
Percent from CT	82%	83%	80%	76%	73%
Health Center					
School of Medicine					
Total First-Time First Year	81	83	77	77	80
Total from CT	72	76	66	60	68
Percent from CT	89%	92%	86%	78%	85%
School of Dental Medicine					
Total First-Time First Year	43	41	42	40	39
Total from CT	12	23	12	17	12
Percent from CT	28%	56%	29%	43%	31%

TEACHER EMPLOYMENT

Performance Indicator

Percent and number of graduates employed as teachers. *(Storrs+)*

What proportion of graduates are employed as public school teachers?

Baseline Data Analysis

Between 94% to 98% of Neag School of Education graduates have jobs in teaching in public schools. The five-year summary below illustrates this pattern of success. The School has developed a model of professional preparation for educators that provides students with a balance of carefully sequenced inquiry experiences, multiple clinical practices, liberal arts preparation, and pedagogical knowledge. This is accomplished in a collegial environment which stresses collaboration between and among public schools, professional development schools, the different departments within the Neag School of Education, departments within the College of Liberal Arts and Science (CLAS) faculty (teaching in a subject offered as a major in CLAS), the School of Fine Arts (music education), and the College of Agriculture and Natural Resources (agricultural education).

To qualify for the University's institutional recommendation to serve as a teacher, a student must complete the Integrated Bachelor's/Master's Teacher Education Program, involving a minimum of five years of full-time study. Prospective teachers complete at least two years of course work in general education and subject area major courses prior to admission to the Neag School of Education. This is followed by at least two years of full-time course work in subject area major and professional education while enrolled in the undergraduate teacher education program, followed by at least one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Education. Students also must pass Connecticut's subject knowledge testing requirements.

Completers of the Integrated Bachelor's/Master's Teacher Education Program are surveyed after graduation. The response rate is about 80% annually. The table below summarizes the percent employed in a teaching position in the past five years, including full-time teaching, part-time teaching, long-term substitutes, or classroom aides. The percentage of graduates employed has increased from 94% to 98%.

TEACHER EMPLOYMENT	94-95	95-96	96-97	97-98	98-99
Program Completers	77	112	112	105	120
Survey Respondents	63	92	91	75	92
Employed in Teaching Position	59	87	89	72	90
Percent Teaching	94%	95%	98%	96%	98%

CT SUPERINTENDENTS AND PRINCIPALS

Performance Indicator

Percent and number of Connecticut superintendents and principals with degrees from UConn. *(Storrs+)*

What proportion of graduates are employed as school superintendents or principals in Connecticut?

Baseline Data Analysis

Many superintendents and principals in the state of Connecticut are University of Connecticut Neag School of Education graduates. Currently, about 40% of the superintendents in Connecticut have degrees from our School of Education at one or more of the following levels, bachelor's, master's, sixth-year certificates, or Ph.D.'s.

Data on the much larger number of principals is not available in a data base format at this time, but for next year's report, this data will be provided. No doubt, representation from our University of Connecticut also will be strong among the population of principals in Connecticut elementary and secondary schools.

A primary mission of the Department of Educational Leadership within the Neag School of Education is to prepare high quality graduates for major leadership positions in education. Programs in Educational Administration at the Sixth-Year and Doctoral levels have four functions:

- course work enrollment,
- inquiry (understanding and conducting research),
- development (applying knowledge in organizations), and
- service (actual assignments in educational organizations.

While the basic administrative component at the Sixth-Year level prepares students for specific roles such as department head, principal, director, supervisor, and assistant superintendent, at the doctoral level, the administrative component focuses on various specializations such as policy analysis and research.

The doctoral program prepares students with the skills and experience to ultimately pursue opportunities to become school superintendents.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Performance Indicator

Collaborative activities and programs supported by UConn in CT public schools. *(Storrs+, Health Center and Total)*

How does the University of Connecticut interact with Connecticut school districts?

Baseline Data Analysis

UConn engages in a large and wide variety of collaborations with K-12 schools. Examples follow:

Neag School of Education

- Professional Development Schools in central & eastern Connecticut where we work on projects, e.g., middle school math/language/writing enrichment, geography labs, tutoring future teachers clubs; a Moscow/Warsaw program, & a parent center program
- a Diversity in Teacher Education Grant to increase number of minority teachers; .
- a GEAR-UP Grant with public schools in Hartford emphasizing equal access
- a DHE Chemical Ecology Grant to teach scientific research to high school students
- a Gifted and Talented Grant that provides training for gifted education teachers
- the University Training Center Reading Recovery Program with 54 school districts
- a Bilingual Education Fellowship Program Grant that provides teacher trainers
- early math/science skills promotion to students, with the CT Dept of Education
- a Neag Model Grant providing professional development for classroom teachers
- the UConn/UTC Professional Development Academy on classroom technology
- the Stamford project that integrates technology into public schools

School of Family Studies

- the Adventures of Lead Busters Club in Hartford teaches 1st & 2nd graders about lead hazards in their homes, schools, and neighborhood environments
- the Title V Delinquency Prevention Project which offersafter school programs in tutoring, student mentoring; and youth leadership skills

School of Allied Health

- With the Weaver High School Health Academy, provides lab experiences & discussion in Physical Therapy, Medical Technology, Dietetics, Cytotechnology, & Diagnostic Genetics

School of Business Administration

- the Teenage Minority Business Program's mission is to increase the number of minority teens who attend college or choose a business career via seminars by minority businesspersons or business faculty, living in a dorm during the program and working with student mentors; 600 high school students have participated

College of Agriculture and Natural Resources

- hosts several thousand elementary/middle school students visit animal facilities annually; offers workshops to students and teachers re. nutrition, wildlife, landscaping career development; manages the Youth Entrepreneur 4-H Club

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Baseline Data Analysis (Continued)

College of Liberal Arts and Sciences

- offers the Kids are Scientists Too Summer Program for children in grades 4-9
- has a Mentor Connection Program for outstanding high school students
- undergraduates at the Stamford campus majoring in Psychology help elementary school students with reading disabilities in Stamford and Norwalk
- runs a Chemistry Olympiad: 200 high school students compete in all-day event
- Connecticut Museum of Natural History's annual BioBazaar convenes nature & education organizations to offer nature hikes, exhibits, and activities related to the environment This year 3,000 attended, and Governor Rowland officially named June 3 BioBlitz Day

Health Center

- offers a High School Mini Medical/Dental School Program with 16-20 hours of lectures/demonstrations for selected high school students in central Connecticut
- Runs a Science Teacher Summer Fellowship enrichment program for K-12 life sciences teachers in schools with high census of under-represented minorities
- offers Health Education programs for Hartford Elementary and Middle Schools
- operates a Youth Science Enrichment Program that introduces inner city elementary school students to the Health Professions
- runs a Bridge to the Future; Science Mentorship Program—medical & dental students mentor high school students interested in careers in health professions
- operates the Health Careers Discovery Program Saturday Academy

School of Law

- Street Law Program brings UConn law students into Hartford Public High School to teach students about their legal rights and responsibilities

School of Social Work

- School works closely with Connecticut schools in solving social problems and providing them with research & educational resources as well as providing programs, e.g., Step Up for Children Program, Institute for Violence Reduction

School of Fine Arts

- offers programs from photographic histories to contemporary art to public high schools active outreach program with schools; host high school orchestras who visit campus and rehearse and perform with the University's Symphony Orchestra

School of Engineering

- offers Engineering 2000, a summer engineering camp/internships for promising Connecticut high school students enabling 50 participants to examine core engineering and technology concepts during an all expenses paid one-week program; and BRIDGE a 6-week pre-freshman program geared toward females and individuals from underrepresented populations enrolled in Engineering

REAL PRICE TO STUDENTS

Performance Indicator

Tuition and fees as a percent of median household income. *(Storrs+ and Health Center)*

What is the price of attendance for in-state students relative to Connecticut median household income?

Baseline Data Analysis

Three types of price of attendance comparisons will be presented. Comparisons between Storrs+ undergraduate students' cost of attendance to:

- Performance Measure Peers
- Public Universities in the Northeast
- UConn's Top 10 Competitors for Students

Regarding the UConn Health Center, DHE policy for tuition and fees calls for Health Center tuition and fees to be between the 70th and 75th percentile of public medical and dental schools, nationally. Over the years, Health Center's tuition and fee rates have been consistent with this policy. Annual tuition and fees at the UConn School of Medicine for FY 2000 is $13,210. Annual tuition and fees at the UConn School of Dental Medicine for FY 2000 is $11,975.

Performance Measure Peers

In FY1999, the cost of attending UConn relative to Connecticut median household income dropped from 12% to 10% from previous years (see table below). Legislatively mandated tuition freezes and a University policy that ties increases to the cost-of-living index have been primary reasons for moderate increases in recent years. These moderate increases have brought UConn's cost ratio relative to state median household income in line with its peers after having been slightly higher in previous years.

TUITION AND FEES	FY95	FY96	FY97	FY98	FY99
CT Median Household Income	**$40,243**	**$42,119**	**$43,985**	**$46,508**	**$50,798**
Peers Average Median Household Income	$35,430	$36,307	$37,798	$39,779	$41,649
Storrs+ Tuition & Fees	**$4,712**	**$4,810**	**$4,974**	**$5,242**	**$5,330**
Peers Avg. Tuition & Fees	$3,230	$3,362	$3,471	$3,596	$3,697
Storrs+ (% of Income)	**12**	**11**	**11**	**11**	**10**
Peers Avg. (% of Income)	9	9	9	9	9

REAL PRICE TO STUDENTS

Baseline Data Analysis (Continued)

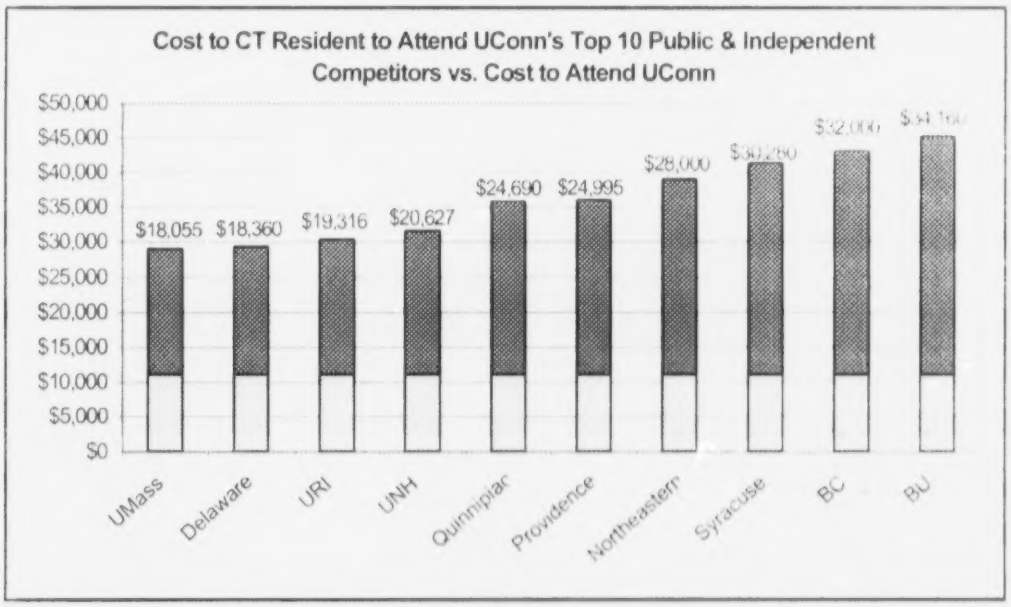
Public Universities in the Northeast

Tuition and fees for the University of Connecticut and other schools in the northeast consistently rank high nationally among public universities, largely due to the impact of cost of living and its effect on collective bargaining increases. UConn's tuition and fee rates are actually lower than the average of northeast peers, which include the Universities of Maine, Massachusetts, New Hampshire, Rhode Island and Vermont, as well as Rutgers (see table below).

Tuition and Fees	FY97	FY98	FY99	FY00
UConn Storrs+	$4,810	$4,974	$5,242	$5,330
Northeast Public Universities	$5,264	$5,495	$5,740	$5,924

Primary Competitors for Students

A key comparison is the University of Connecticut's cost of attendance (tuition and fees) versus its primary competitors for students. The differential for Connecticut resident students attending UConn versus one of our primary competitors is compelling (see chart below). For an in-state student to attend UConn in 1999-2000, the cost was $11,064. The cost for this student to attend one of our primary competitor schools ranged from $18,055 to $34,160.



PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

Performance Indicator

What portion of operating funds comes from state appropriations?

Total state appropriations including general fund fringe benefits and state grants and contracts, but excluding capitol equipment funds, as a percent of total operating expenditures. *(Storrs+, Health Center and Total)*

Baseline Data Analysis

The proportion of operating costs for the University and its Health Center funded by the State has generally remained stable since FY 1996. Adequate levels of state funding for operations are imperative to meet the growing demand for an education. Recent freshman enrollment increases demonstrate this growing demand.

Storrs+ programs receive a greater percentage of funding from the State than their peers. A major reason for this is the high fringe benefit rates calculated off salaries that reflect the high cost of living in Connecticut compared to other states. Also, as shown under the measures of research performance and external support, UConn's peers rely more heavily on other funds to support current operation and, therefore, exhibit a higher percentage of funds from external sources.

Peer comparisons show the Health Center receiving a bit larger portion of State support than their peers. This may reflect the crisis occurring in higher education health centers throughout the country and the State's recent infusion of "one-shot" dollars for FY 2000 and FY 2001 for the Health Center. This support is appreciated and has been crucial to continuing our operations. However, the fiscal crisis in health care is expected to continue, if not worsen, nationally, so state support remains crucial.

State Support for Operations	FY96	FY97	FY98	FY99
State Support (in millions)				
Storrs+	**$197.9**	**$196.5**	**$219.0**	**$224.1**
Peers	$216.6	$222.9	$232.8	$242.5
% Total Support				
Storrs+	**46.6%**	**45.8%**	**48.0%**	**46.3%**
Peers	36.3%	36.6%	35.5%	36.3%
State Support				
Health Center	**$76.9**	**$75.3**	**$91.9**	**$101.1**
Peers	$90.9	$92.0	$100.1	$98.4
% Total Support				
Health Center	**23.2%**	**22.5%**	**23.9%**	**23.5%**
Peers	22.7%	21.8%	19.3%	18.1%

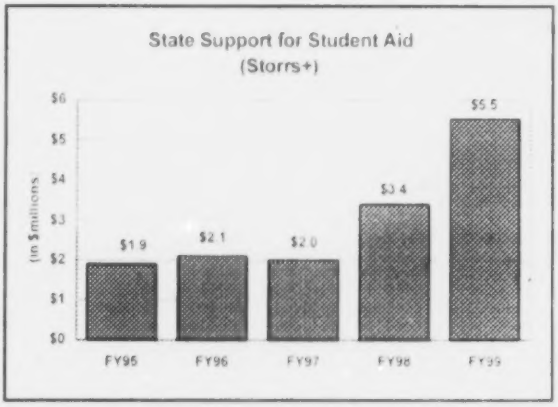
STATE SUPPORT FOR STUDENT AID

Performance Indicator

Percent of financial aid from State support. *(Storrs+ and Health Center)*

What portion of student financial aid is provided by the State?

Baseline Data Analysis



The proportion of financial aid from the State doubled between FY1995 and FY1999. The percentage of financial aid dollars coming from the state climbed from 8.3% to 17.5%.

Increased funding from Connecticut Aid for Public School Grants accounted for this increase. Although the University ranks below its peers in percentage of financial aid coming from State support, it welcomes the recent increases in support from the State because this ensures optimal access for students in need as well as students with meritorious academic records. Continued increases in support would keep this trend moving in the right direction as the costs associated with providing a first-class education rise, particularly in light of a growing student population.

STATE SUPPORT FOR SFA	FY95	FY96	FY97	FY98	FY99
State SFA Support (in millions)					
Storrs+	**$1.9**	**$2.1**	**$2.0**	**$3.4**	**$5.5**
Peers	$9.0	$7.7	$9.9	$12.1	$11.5
% Total SFA Support					
Storrs+	**8.3%**	**8.2%**	**8.3%**	**11.7%**	**17.5%**
Peers	27.1%	17.9%	26.1%	27.9%	26.2%
State SFA Support					
Health Center	**$0.0**	**$0.0**	**$0.0**	**$0.0**	**$0.01**
Peers	$0.8	$0.8	$1.0	$1.1	$0.8
% Total SFA Support	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.5%**
Health Center	17.0%	14.2%	16.8%	18.1%	12.4%
Peers					

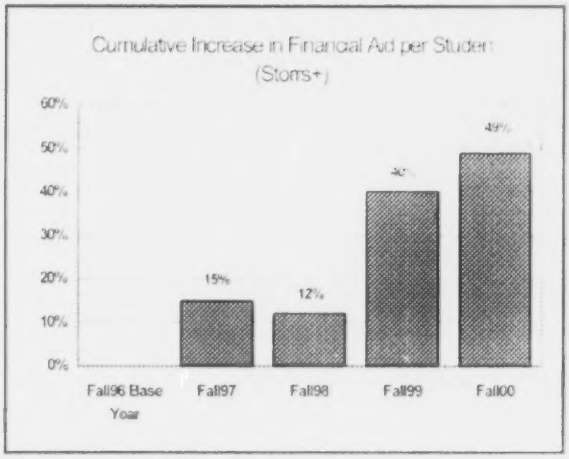
FINANCIAL AID PER STUDENT

Performance Indicator

The amount of aid per student.
(Storrs+ and Health Center)

How well is the institution meeting the financial aid needs of its students?

Baseline Data Analysis



Financial aid per student has risen steadily for Storrs+ students over the past five years. Financial aid provided per UConn student has increased 49%, from $981 to $1,457. The University of Connecticut continues to provide a lower amount per student than its peers provide but it is closing the gap, substantially.

The University has made a commitment to provide more assistance for both need– and merit– based aid. From FY 2000 to FY 2003, expenditures for need-based and merit/talent-based aid will increase significantly. Average undergraduate debt at graduation has declined by $329, from $16,391 to $15,961.

At the Health Center, financial aid per student has fluctuated somewhat within a range of $2,200 and $2,800 per student among a total population of about 500 students annually. Compared to their peers, Health Center students receive more financial aid per student.

FINANCIAL AID PER STUDENT	FY95	FY96	FY97	FY98	FY99
Storrs-Based	**$981**	**$1,124**	**$1,103**	**$1,374**	**$1,457**
Peer Average	$1,317	$1,257	$1,470	$1,569	$1,671
Health Center	**$2,454**	**$2,502**	**$2,212**	**$2,776**	**$2,591**
Peer Average	$1,621	$1,666	$1,500	$1,683	$1,900

ENROLLMENT OF MINORITIES AND WOMEN

Performance Indicator

The numbers and proportions of underrepresented minorities and women. *(Storrs+ and Health Center)*

How does the ethnic and gender composition of the student body compare to that of the state?

Baseline Data Analysis

*Minority enrollment at the University of Connecticut (Storrs+ and Health Center combined) has increased by 14% between Fall 1996 and Fall 2000. This fact is furtherance of the university's aspiration of having the student body reflect, at a minimum, the ethnic composition of the state. Minority enrollment at UConn represented 16% of our student population in Fall 2000. The recent dramatic increase (50% in the past three years) in freshman minority enrollment bodes well for future increases. This has contributed significantly to bringing the University's minority representation closer to the U.S. Census Bureau's 1999 estimate of 20.7 percent underrepresented minorities in the state of Connecticut.

It should be noted that the Health Center, with minority enrollment constituting 23 percent of its enrollment exceeds the State level of 20.7 percent. A breakdown of the University's enrollment by ethnic group is presented on the next page, including statewide population minority representation. Non-Resident Aliens and Unknown categories are excluded from University totals because their ethnic composition cannot be ascertained.

Female enrollment has remained steady for Storrs+ since FY 1996 at about 52 percent, consistent with the female population in the state. At the Health Center female enrollment has increased from 46.2 percent to 47.3 percent.

Fall Minority & Female Enrollment	1996	1997	1998	1999	2000
Minority Enrollment*					
Storrs+	3,029	2,978	3,139	3,280	3,438
	14.6%	14.8%	15.4%	15.5%	15.8%
Health Center	95	100	107	114	112
	18.6%	20.1%	21.2%	22.9%	23.0%
Minorities as % CT Population				20.7%	
Female Enrollment					
Storrs+	11,234	10,989	11,153	11,617	11,961
	51.5%	51.7%	52.1%	52.2%	52.2%
Health Center	236	233	234	233	230
	46.2%	46.8%	46.3%	46.7%	47.3%

* Minority numbers exclude International students and unknowns because their ethnicity is not indicated.

ENROLLMENT OF MINORITIES AND WOMEN

Baseline Data Analysis (Continued)

Enrollment by Ethnic Group	1996	1997	1998	1999	2000
African American Enrollment					
Storrs+	956	935	1,038	1,115	1,093
	4.6%	4.6%	5.1%	5.3%	5.0%
Health Center	40	31	29	28	28
	7.8%	6.2%	5.7%	5.6%	5.8%
*African Americans as % CT Pop.**				9.4%	
Hispanic Enrollment					
Storrs+	891	881	950	995	1,075
	4.3%	4.4%	4.7%	4.7%	5.0%
Health Center	16	16	16	22	22
	3.1%	3.2%	3.2%	4.4%	4.5
Hispanics as % of CT Pop.				8.5%	
Asian Enrollment					
Storrs+	1,098	1,082	1,078	1,099	1,192
	5.3%	5.4%	5.3%	5.2%	5.5%
Health Center	38	52	60	62	61
	7.4%	10.4%	11.9%	12.4%	12.6%
Asians as % of CT Pop.				2.6%	
Native American Enrollment					
Storrs+	84	80	73	71	78
	0.4%	0.4%	0.4%	0.3%	0.4%
Health Center	1	1	2	2	1
	0.2%	0.2%	0.4%	0.4%	0.2%
Native Americans as % CT Pop.				*0.2%*	

The data above indicates that there is room to close the gap between statewide proportions of African American and Hispanics and their representation in our University enrollment. The proportion of Asian-American students enrolled at UConn far exceeds statewide population estimates.

The University has a number of multicultural centers that promote diversity: the African American Center; the Puerto Rican Center; and, the Asian American Center. It also should be noted that there is a Women's Center on campus as well as the Rainbow Center for gay and lesbian individuals. The University also promotes diversity through early collaborative efforts with K-12 students, college preparatory programs, student financial aid initiatives, and support services.

NON-DEGREE, NON-CREDIT ENROLLMENT

Performance Indicator

Are the needs of life long learners being met?

Total enrollment in non-degree and non-credit courses and workshops. *(Storrs+ and Health Center)*

Baseline Data Analysis

Non-credit course and workshop enrollment for the UConn totaled 96,918 in FY 2000. Enrollment included 54,223 from the College of Continuing Studies, 34,581 from the Connecticut State Museum of Natural History, and 8,114 for the Health Center. Thus, a significant number of people are benefiting from our non-credit courses and programs. Examples follow:

College of Continuing Studies (CCS)
CCS components include the: Professional Studies Unit, Labor Education Center, Community School of the Arts, and the Credit-Free Program at the Stamford Campus. The Professional Studies Unit (PSU) operates credit-free educational programs at the Storrs campus and throughout the state. Offerings include certificate programs in Information Technology and health care professions, licensing and re-licensing programs in Real Estate and Insurance, and academic conferences. PSU programs fall into two categories: 1. PSU's in-house programs, which have no partners or sponsors; 2. programs done in collaboration with other Schools and departments on campus or outside agencies.

Examples of in-house programs include:
- Real Estate Program
- Insurance and Employee Benefits Education Program
- Paralegal Litigation Certificate Program
- Emergency Medical Technician Certificate Program
- Pharmacy Technician Certificate Program

Examples of collaborative and sponsored programs include:
- School of Nursing (School Nurse Emergency Medical Service for Children Program, Sexual Assault Nurse Examiner Program)
- School of Pharmacy (Schwarting Symposium)
- School of Bus. Admin. (Executive Education and Management Development Programs, Mini-MBA, Investor Relations Certificate Programs, Commercial Real Estate Finance Program and various custom designed training programs for companies)
- School of Education (Confratute—Gifted and Talented Conference)
- Athletics Department (Camps: Swimming, Basketball, Football, Hockey, Volleyball, Golf, Sotball)
- School of Allied Health (dietetics program, molecular symposium)
- School of Engineering (CMOC Symposium)
- Institute of Materials Science (Plastics Failure, Polymer Adhesion)
- Animal Science (Biotechnology Conference)
- Transportation Institute Programs
- Zoning Enforcement
- Connecticut Judicial Branch Programs
- State Department of Education Professional Development Programs
- Institute of Reading Development Program
- On-line courses with ESI Technology

NON-DEGREE, NON-CREDIT ENROLLMENT

Baseline Data Analysis (Continued)

The Labor Education Center creates and teaches non-credit and credit courses in labor-related subjects across the state and provides data information and research on labor matters in response to requests from unions, government agencies, academic institutions and the general public.

The Community School of the Arts (CSA) is a community-based program of the College of Continuing Studies in cooperation with the Department of Music in the School of Fine Arts. The school is a full member of the National Guild of Community Schools of the Arts, which serves nearly 300 non-profit, non-degree granting institutions bringing high quality arts instruction to more than 350,000 people throughout the U.S. and Canada.

Credit-Fee Programs at the Stamford Campus—The College of Continuing Studies/Center for Learning and Advancement non-credit program develops high-quality, community-based professional and enrichment programs to a diverse community of learners. Linking the University with individuals as well as corporate and public service sectors in Fairfield County, the goal is to engage learners in a life-long academic partnership with the University of Connecticut. The 3 major credit-free programs/elements of the Stamford campus program are: Professional Development programs include Information Technology; Writing; Certificates in Public Relations, Journalism and Corporate Communications; Career Development; and Commercial Real Estate. Lifelong Learning and Personal Development Programs include Arts, Music, Dance, and Film. Management of a Conference Center for use by corporate, university, association, and community groups for meetings, seminars, etc.

Schools and Colleges offer non-credit programs apart from the College of Continuing Studies, as well. Examples include:

School of Family Studies (child development, coping with divorce workshops)
College of Agriculture and Natural Resources (farming, horsemanship, gardening)
Law School (Insurance Institute)
College of Liberal Arts and Sciences (Museum of Natural History programs, oral history workshops, marine sciences seminars)
School of Social Work (three non-credit Continuing Education Series are developed for human services professionals each year)
International Affairs (the University of Connecticut American English Language Institute)

Connecticut State Museum of Natural History

The Connecticut State Museum of Natural History was established in 1985 by the Connecticut General Assembly. It contributes to the public both on the UConn campus and throughout the state.

Health Center

The Health Center offers non-credit courses and workshops. Enrollments have increased in these courses compared to last year. Continuing medical education enrollment increased 67%, from 3,123 to 5,192 and the patient education discovery series increased 52%, from 1,721 to 2,619. The mini-medical school enrolled 300 students.

GRADUATE STUDENT SUPPORT

Performance Indicator

Total funding for graduate students.
(Storrs+ and Health Center)

To what extent have graduate assistantships helped students financially support their education?

Baseline Data Analysis

There were 1,311 graduate assistantships in FY 00. Total salary dollars expended on graduate assistantships was $19.5 million. This is up from $4.3 million from the $15.2 million expended on graduate assistantships in FY 1995. Salary dollars per graduate assistantship have increased from $11,410 to $14,894.

Graduate assistants at the University of Connecticut provide important functions that serve the primary missions of the University of research, teaching, and public service. Graduate assistants:

teach courses and laboratory sections;
tutor students;
perform important research; and,
do public service (e.g., providing counseling services in the community).

These vital assistants help faculty to create the best possible environment for students to learn while, at the same time, garnering valuable teaching and research experience to take with them and continue to educate students in the future.

Graduate Student Support	FY95	FY96	FY97	FY98	FY99	FY00
Full Assistantships	1,336	1,213	1,215	1,237	1,202	1,311
Salaries for Assistantships	$15.2M	$15.3M	$16.4M	$17.2M	$17.3M	$19.5M
Salary per Assistantship	$11,410	$12,580	$13,462	$13,934	$14,405	$14,894

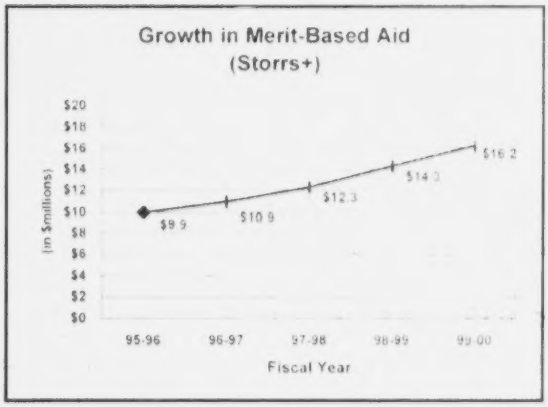
Note: A full assistantship is a teaching, research, or administrative assignment of 20 hours per week or the equivalent.

MERIT-BASED AID

Performance Indicator

Total amount of merit-based aid.
(Storrs+ and Health Center)

Is there financial support for the "best and brightest?



Baseline Data Analysis

Merit-based aid has increased 64% since FY 1995. Merit-based aid, predominantly in the form of scholarships, consists of monies provided to students for various types of unique or outstanding performance or achievement.

The University of Connecticut offers a broad range of merit scholarship programs rewarding students who have established outstanding academic records and have made significant contributions to their school or community through leadership, service, special talents, and experiences that may enhance our campus environment.

Such aid for University of Connecticut students has increased in recent years based on a concerted effort by the University to increase the number of high-achieving students. This effort is not made at the expense of students who require need-based aid as there has been a commitment to increase need-based aid, as well

From FY 2000 to FY 2003, expenditures for need-based aid and merit-based combined will increase substantially.

It also should be noted that between 1998 and 1999, average undergraduate debt at graduation has declined by $430, from $16,391 to $15,961. Although, the Health Center has a much smaller enrollment base, their increase in merit-based aid is also very impressive.

Merit-Based Aid	FY96	FY97	FY98	FY99	FY00
(in millions) Storrs+	$9.9	$10.9	$12.3	$14.3	$16.2
Health Center	$0.2	$0.1	$0.4	$0.7	$1.2

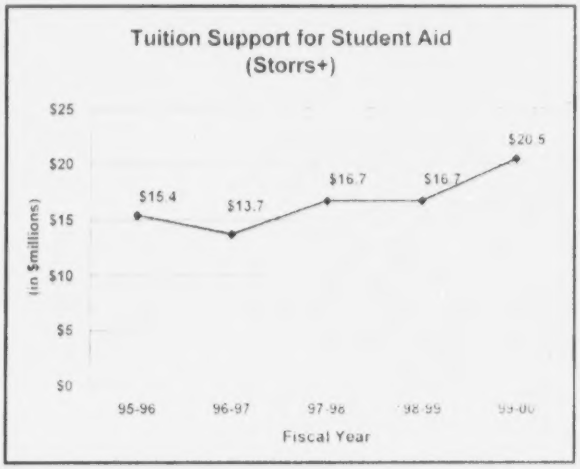
TUITION SUPPORT FOR STUDENT AID

How well is the institution meeting the financial needs of its students?

Performance Indicator

Percent of tuition income devoted to all forms of financial aid.
(Storrs+ and Health Center)

Baseline Data Analysis



Tuition support for student aid is up 33% since FY1996. Between FY1996 and FY2000, financial aid support for need-based and merit-based aid from tuition revenues grew $5.1 million from $15.4 million to $20.5 million (see graph). At the same time the University was able to meet the financial needs of the students who required financial assistance, the University also was able to increase the pool of merit-based aid to attract high-achieving high school students. In fact, the number of valedictorians enrolling at the University has steadily increased in recent years. The University is strongly committed to access and affordability and considers it a top priority as these figures bear out. Types of tuition aid support include tuition waivers, tuition grants, scholarships and fellowships and student employment.

The Department of Higher Education policy that calls for 15% of tuition revenues to be set-aside annually for need-based aid has consistently been met or exceeded by the University of Connecticut.

At the Health Center, where tuition is a relatively minor portion of the revenues due to a student population of about 500, student financial aid has consistently been at the 15% Department of Higher Education policy level.

EXTERNAL SUPPORT

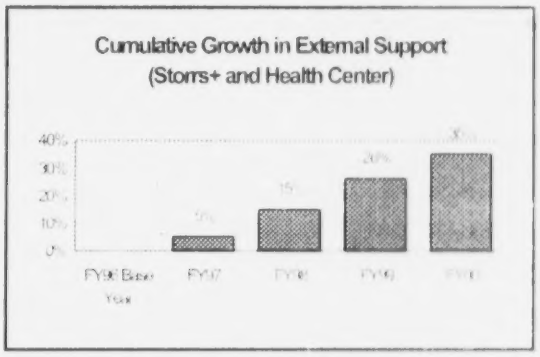
Performance Indicator

Total external grant/award/clinical income. *(Storrs+, Health Center and Total)*

What is the magnitude of revenue generating endeavors at the State's public research university?

Baseline Data Analysis

External support for the University of Connecticut has grown by 35 percent from FY 1996 to FY 2000 (see chart to the right). External revenues at Storrs+, which consists of federal, state, local, and private gifts and contracts grew from $62.3 million to $75.0 million. External revenue at the Health Center, which includes hospital revenues, as well as gifts and contracts, grew from $236.8 million to $328.4 million.



This growth can be attributed to our continuing efforts to meet the mission of the University by supplementing state support with revenue producing sources of funding. The University continues to improve its performance in these important areas that support its operations.

As can be seen in the chart below, the Storrs+ portion of total revenues from external

External Support Revenue As a Percent of Total Revenue	FY95	FY96	FY97	FY98	FY99
External Support (in millions)					
Storrs+	$62.3	$66.2	$62.3	$67.7	$75.0
Peers	$134.1	$149.3	$141.2	$151.3	$157.0
% Total Revenues					
Storrs+	14.5%	15.6%	14.5%	14.8%	15.5%
Peers	23.9%	25.0%	23.2%	23.1%	23.5%
External Support					
Health Center	$236.8	$247.5	$281.7	$309.8	$328.4
Peers	$250.6	$313.7	$256.2	$338.0	$358.1
% Total Revenues					
Health Center	74.4%	74.1%	75.0%	75.0%	74.9%
Peers	62.0%	60.5%	60.8%	62.7%	66.0%

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PUBLICATIONS ASSISTING SOCIETY

Performance Indicator

Publications that support the public good. *(Storrs+ and Health Center)*

How are UConn publications supporting the public good?

Baseline Data Analysis

By the very nature of the University, its variety of programs and tri-fold mission which includes public service, publications supporting the public good generated by UConn are too numerous to mention to do justice on these two pages. We are currently considering publishing a comprehensive document outlining these publications. Publications range from health related efforts from Health Center and Allied Health faculty to mental health publications by the Schools of Social Work and Family Studies; from educational publications for administrators, teachers, parents and children generated by the School of Education to publications from the College of Continuing Studies providing information for local public officials to refer to in their daily work. Specific examples follow:

Health Center

- UConn House Call, a Health and Wellness publication are mailed 4 times each year to 40,000 homes located within the Health Center's 17 town Primary Service Area. It provides information regarding our clinical services and physicians as well as general health and prevention tips.
- Our clinical web site www.uconnhealth.org features extensive health and wellness information and detailed descriptions of clinical services and physicians. It continues to gain in popularity and averages 8,400 visits per month. This year, it was recognized by "Connecticut" magazine as one of the state's top 50 web sites, only one of three health-related sites to be so honored.

School of Allied Health

- The Cancer Risk Appraisal Survey & Information Flyer tests the general public's knowledge on cancer risk factors and provides educational information on cancer risk reduction.

School of Social Work

- Faculty of the School are editors, co-editors, or editorial members of social work journals that benefit the public, e.g., "Social Work in Health Care", "Journal of Women and Aging", "Journal of Gay & Lesbian Services", "Journal of Community Practice", and " the "Journal of HIV/AIDS.

School of Family Studies

- Family Studies produces numerous publications annually that support the public good, including "KIDS" (newsletter provides educational information to programs and providers, 1200 have been distributed 3 times per year since 1987); "All Children Considered" (a publication for people who care for children, 20,000 person mailing list includes family child care providers and center-based child care providers); "Birth to Five Newsletter" mailed to 6,000 people quarterly (parents, teachers, and caregivers of children with special needs.

Neag School of Education

- Twice a year, the Neag School of Education produces "Spotlight", a newsletter that is sent to approximately 15,000 individuals and institutions, nationwide.
- The National Research Center for Gifted and Talented has disseminated an impressive number of publications to would be educators and parents of gifted children over the past five years including: 31,000 research monographs, 157,000 practitioner's guides, 1100 training tapes, and 54,000 newsletters.

PUBLICATIONS ASSISTING SOCIETY

Baseline Data Analysis (Continued)

College of Continuing Studies

- Over 1,200 of the following publications were sold each of the past two years by the Institute of Public Service primarily as requested by municipal public officials statewide: Local Government in Connecticut, Handbook for Connecticut Tax Collectors, Handbook for Town Treasurers, Facts About Property Assessment, Handbook for Connecticut Boards of Finance
- The Joint Labor/Management Committees Pamphlet is designed to get these committees up and running successfully.
- Occupation Safety and Health "What Workers Should Know" is a 16 page pamphlet providing helpful information and advice.

School of Business Administration

- The Center for Health Systems Management (CHSM) and Connecticut Small Business Development Center (CSBDC) produce publications that support the public good. e.g., Institute for Long-Term Health Care Management Data, Quarterly Schedule of Small Business Education Programs, Annual CSBDC Economic Impact Brochure.

College of Liberal Arts and Sciences

- "Connecticut Economy: A University of Connecticut Quarterly Review" provides a helpful review of the state of the state economy every three months.
- Monographs from the Center for Economic Analysis and Center for Economic Education present results from economic impact studies done by the Center
- The Journalism Department sponsors "Access Online", the only Freedom of Information publication in the State.
- The Dodd Center Archives provides information, particularly a wealth of information on the Holocaust and African National Studies.
- The Roper Center provides information garnered from their opinion polls.
- The Center for Latin American and Caribbean Studies publishes two newsletters, each to about 800 readers. "Ariel" addresses conferences, lectures, resources and items of interest to Latin Americanists. "Enlace", the newsletter of the educational outreach program, includes information for teachers in elementary/secondary schools about publication announcements and professional development opportunities.

School of Law

- The School produces law journals that are distributed to other law schools and libraries: The Connecticut Law Journal (published twice a year, circulation = 1,000 annually); The Connecticut Journal of International Law (twice a year, circ. = 500 annually); The Connecticut Law Review (four times a year, circ. = 600 annually); & The Connecticut Public Interest Law Journal (inaugural issue).

College of Agriculture and Natural Resources

- The College disseminates fact sheets to thousands of people on home & garden, food, water quality, etc.; CT Family Nutrition Program for Infants, Toddlers and Children partners with Hispanic Health Council and reaches 200,000 Latino adults & children through various media

Cooperative Extension Programs

- Provides consultation services throughout the state, e.g., agricultural/plant advice

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PATIENT/CLIENT SERVICES

Performance Indicator

Provision of Patient/Client Services.
(Storrs+ and Health Center)

To what degree does the institution support the clinical needs of the citizens of Connecticut?

Baseline Data Analysis

Patient/Client services are provided at the Storrs+ and Health Center campuses

Health Center: A venue for the practice of medicine and dental medicine is necessary to achieve the academic and research goals of the University of Connecticut Health Center and its Schools of Medicine and Dental Medicine. In addition to supporting the Health Center's academic mission, the John Dempsey Hospital, University Medical Group, and University Dental Group provide a wide range of primary and specialty health care services to the citizens of the State of Connecticut.

School of Nursing: With faculty supervision, nursing students provide patient/client services at agencies statewide: graduate students practice more than 500 hours with homeless, migrant farm workers, in community health centers, hospital clinics, and the Niantic women's prison; undergrads spend 200 hours each semester with patients in acute care settings, providing: direct health care, health monitoring and teaching, and continuity of care planning; students visit community senior centers; and, with the Visiting Nurse Association of Central Connecticut, works with CARELINK's Seniors & Students: Partners for Wellness program to promote individuals and their families' ability for selfcare and empower them to increase and maintain a healthful quality of life.

Unit and Activity	95-96	96-97	97-98	98-99	99-00
John Dempsey Hospital					
Outpatient					
Visit	4,119	3,217	1,144	1,101	811
Consultation	238	199	202	192	347
Procedure	5,710	5,217	7,536	6,330	8,335
Inpatient					
Visit	54,012	44,886	43,170	42,046	45,861
Consultation	3,274	2,750	2,531	2,732	2,919
Procedure	12,868	9,073	12,130	11,811	10,589
University Medical Group					
Onsite Visit	154,027	156,079	175,737	174,481	190,456
Offsite Visit	10,698	33,742	55,104	58,087	58,325
Dental Student Practice					
Visit	54,043	65,839	65,121	70,710	76,820
Dental Faculty Practice					
Visit	NA	7,331	8,317	9,031	10,993
TOTAL	298,989	328,333	370,922	376,521	405,456

PATIENT/CLIENT SERVICES

Baseline Data Analysis (Continued)

School of Allied Health: The Physical Therapy department operates an outpatient physical therapy practice in conjunction with Windham Community Memorial Hospital. Located on campus, it is staffed by faculty and postprofessional graduate students. It provides orthopedic and neuromuscular rehabilitation care. The Center for Health Promotion provides the university and community with comprehensive health promotion interventions (blood pressure, cholesterol, diet).

Neag School of Education: Faculty members provide an extensive range of patient/client services throughout the state. Patient and client services include services for individuals with different types of disabilities, school-based psychological services, adult education and employment services, services for gifted and talented students, and many others.

School of Family Studies: Through the Humphrey Center for Marital and Family Therapy, faculty and graduate student trainees see approximately 450 non-student cases per year involving about 700 peoples, and totaling about 3,200 hours.

School of Law: The Law School provides a number of client services. The Connecticut Urban Legal Initiative involves law students in identifying neighborhood problems that typify urban blight and in devising strategies to address them. The Center for Children's Advocacy works on behalf of the legal rights of poor children. Connecticut's Clinical Programs offers student attorneys the opportunity to represent clients in civil, criminal, and women's rights cases.

College of Liberal Arts and Sciences: The Speech and Hearing Clinic provides comprehensive evaluation, treatment, consultative, and referral services. The Psychology Services Clinic offers mental health services to members of the community outside the University, provides mental health assessment services to local school systems, and focuses on dealing with mental health issues involving young (birth to age three) children. This clinic also provides a program for Early Identification of Autism.

School of Pharmacy: Clinical Pharmacy faculty are involved in client services, statewide.

School of Business: The Center for Health Systems Management provides assistance and consultation to health care organizations, and over a 5 year period has provided over 280 students internships in health care organizations.

School of Social Work: Health services research projects in Connecticut: HIV/AIDS research and services, child abuse and neglect prevention, children's mental health issues, substance abuse treatment, and violence reduction.

College of Agriculture and Natural Resources: Services include the Home & Garden Center that responded to 15,000 questions regarding diseases, insects, plants, and food and water safety.

SUPPORT FOR ACADEMIC AND STUDENT SERVICES

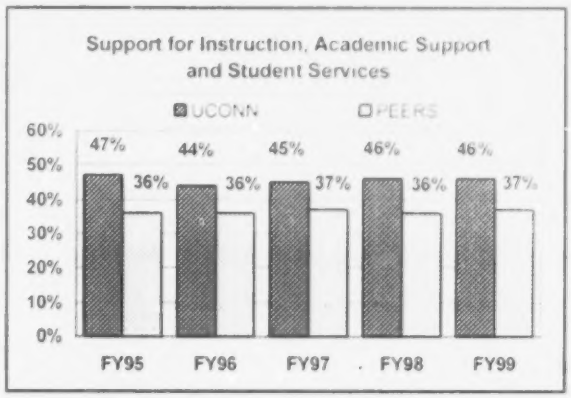
Performance Indicator

Percent of operating expenditures for instruction, academic support and student services. *(Storrs+, Health Center and Total)*

What proportion of operating expenditures are devoted to direct services for students?

Baseline Data Analysis

Almost half of total operating expenditures for Storrs+ operations are devoted to direct services for students. As the chart on the right illustrates, this exceeds the portion of operating expenditures devoted to these services for UConn's peers, where the average is closer to one-third.



It should be noted that the funding for Storrs+ and Health Center programs will differ significantly (see below). Figures for Storrs+ programs reflect services for some 23,000 students compared to the Health Center where enrollment consistently around 500 students. Factor in the major differences in the type of program offerings and the reasons for the differences become even more marked. This lower proportion of expenditures for academic and student services at Health Centers holds true for UCHC peers, as well.

SUPPORT: INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES	FY 95	FY 96	FY 97	FY 98	FY 99
(in millions)					
Support for these Services					
Storrs+	**$214.6**	**$198.9**	**$195.6**	**$202.9**	**$222.8**
Peers	$202.5	$212.7	$218.5	$233.3	$242.9
% Total Expenditures					
Storrs+	**47.2%**	**44.4%**	**45.3%**	**45.6%**	**45.6%**
Peers	36.3%	36.0%	36.5%	36.1%	37.2%
Support for these Services					
Health Center	**$72.5**	**$70.4**	**$78.2**	**$81.9**	**$82.7**
Peers	$100.4	$103.9	$106.4	$109.2	$116.9
% Total Expenditures					
Health Center	**22.8%**	**21.4%**	**22.5%**	**20.6%**	**18.8%**
Peers	25.1%	26.5%	25.9%	22.2%	22.2%

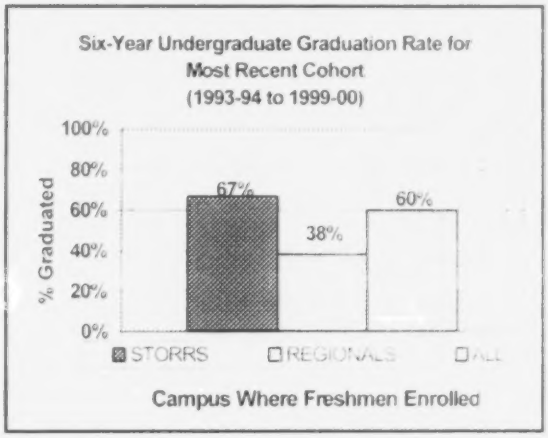
UNDERGRADUATE GRADUATION RATES

Performance Indicator

Graduation rates: in six years for undergraduates. *(Storrs+)*

What percentage of undergraduate students are graduating in the amount of time used as a standard for comparison purposes nationally?

Baseline Data Analysis



Graduation rates for all UConn undergraduates and breakdowns by Storrs and regional campuses are presented on the graph to the right. These are six-year graduation rates, the national standard of comparison for degree completion. The assumption for this standard is that students are expected to complete all requirements for a degree within this span of time. As the chart indicates, about two-thirds of students in this cohort who were originally Storrs freshmen graduated in six years. Graduation rates for students who were originally freshmen at the regional campuses were somewhat lower. This has been and will continue to be a high priority issue. Although completion rates have remained somewhat stable in recent years, the University's recent initiation and growth in its Freshman Year Experience program and the recent increase in the academic quality of incoming students is expected to improve retention and eventual graduation rates. The University of Connecticut has 98 fields of study for bachelor's degree students. Every student must complete a set of core general education requirements in addition to course work in their major.

Comparison of UConn Undergraduate Graduation Rates to its Peers (1992-93 to 1998-99)*

Institution	Six-Year Graduation Rate
Rutgers	73%
UConn	61%
Colorado State	60%
Iowa State	60%
UMass	60%
Missouri	60%
Tennessee	57%
LSU	52%
Nebraska	47%

*1998-99 is the most recent peer data available.

Retention and degree completion patterns vary among the fields of study. The table shows that, compared to its peers, UConn ranks second out of nine with regard to undergraduate graduation rates.

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GRADUATE STUDENT GRADUATION RATES

Performance Indicator

Graduation rates: in four years for master's students.
(Storrs+ and Health Center)

What percentage of graduate students are graduating in the amount of time used as a standard for comparison purposes nationally?

Baseline Data Analysis

Graduation rates vary among the 69 fields of study for master's degree students. Each field has admission criteria and degree requirements in addition to the general requirements of graduate study at the University.

All students are expected to complete all requirements for the degree within a reasonable span of time. Some programs can be completed in two years, others take longer. Four-year graduation rates from graduate programs have been used in studies, nationally.

However, capturing this information is very difficult because of the profile of graduate students. Many graduate students pursue their degrees part-time while they are employed full-time or parenting full-time, and there is a stop and start nature to their attendance.

Employment opportunities in other locations also take some students away from their pursuit of a graduate degree where they started. Full-time graduate students are somewhat trackable, but some graduate students switch to part-time status out of personal or financial necessity or employment opportunities.

For all students, all work must be completed within a maximum period of six years from the beginning of the earliest course taken. An extension of the six-year limit is considered only when there is substantial evidence of regular and consistent progress toward completion of degree requirements.

Retention and degree completion patterns vary among the fields of study. University of Connecticut master's degree programs are offered both through Storrs and the Health Center. Summary data on degree completion rates are not available at this time. The completion rate for most of the fields of study normally can be expected to be in the range of 80-85% within six years.

PH.D., MEDICAL & DENTAL SCHOOL GRADUATION RATES

Performance Indicator

Graduation rates: in eight years for Ph.D., medical, and dental students. *(Storrs and Health Center)*

What percentage of Ph.D., medical, and dental students are graduating in the amount of time used as a standard for comparison nationally?

Baseline Data Analysis

A summary of graduation rates within eight years for medical and dental students is presented below. As one might expect from the academic credentials of students admitted to these programs, graduation rates are very high. Graduation rates for Medical School students who entered between 1992 and 1996 range from 90 to 96 percent. Thus, many are graduating in less than eight years. Graduation rates for Dental School students ranged from 87 to 93 percent for students entering between 1993 and 1996.

Graduation rates vary among the 60 fields of study for doctoral degree students. Each field has admission criteria and degree requirements in addition to the general requirements of graduate study at the University. The equivalent of at least three years of full-time study beyond the baccalaureate or two years beyond the Master's degree is required of all students. All work must be completed within eight years of the beginning of doctoral study. An extension of the eight-year time limit is considered only when there is substantial evidence of regular and consistent progress toward completion of degree requirements. Summary data on doctoral degree completion rates are not available at this time. The completion rate for most of the fields of study normally can be expected to be in the range of 65-70% within eight years.

Entering Year, Fall of:	1992	1993	1994	1995	1996
School of Medicine					
Admitted	81	80	81	83	81
Graduated to Date	95%	96%	90%	96%	83%
Active	0%	3%	5%	1%	14%
Withdrawn or Dismissed to Date	4%	1%	4%	2%	4%
School of Dental Medicine					
Admitted	39	45	44	38	43
Graduated to Date	79%	93%	91%	87%	74%
Active	0%	0%	2%	0%	7%
Withdrawn or Dismissed to Date	21%	7%	7%	13%	19%

TRANSFER STUDENT GRADUATION RATES

Performance Indicator

The number of transfer students from the Community College System who graduate from UConn, by community college. *(Storrs+)*

How well is the institution serving the needs of students who begin their education at the state's Community Colleges?

Baseline Data Analysis

UConn continues to participate in academic discipline task forces to address various course transfer articulation issues and facilitate transfer students' timely graduation. We have set goals for increasing the number of transfer students from the Community College system and their graduation rates, as well. The numbers and graduation rates for this category of students have been identified as an area for improvement.

The table below summarizes information by community college for students who transferred in from Connecticut's community colleges between Fall 1995 and Spring 1998. Two-thirds of those students have graduated or are still enrolled at UConn.

Persistence and Graduation Statistics for Community College Students who Transferred to UConn Between Fall 1995 and Spring 1998

Community College	Total Transfers	Total Graduated	Currently Enrolled	% Graduated or Still Enrolled
Asnuntuck	30	7	11	60%
Capital	32	5	8	41%
Gateway	20	7	7	70%
Housatonic	13	4	3	54%
Manchester	179	77	55	74%
Middlesex	47	9	18	57%
Naugatuck Valley	48	10	20	63%
Northwestern	27	10	6	59%
Norwalk	106	41	33	70%
Quinebaug Valley	29	7	10	59%
Three Rivers	84	22	30	62%
Tunxis	27	6	11	63%
Total	642	205	212	67%

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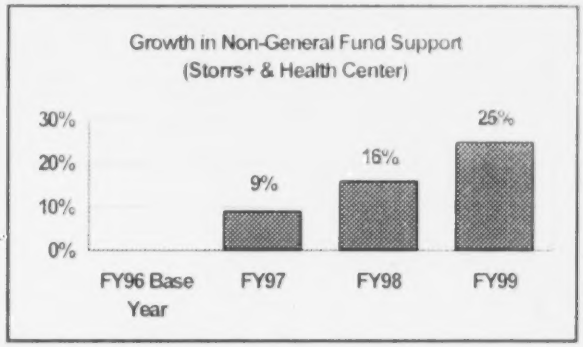
NON-GENERAL FUND OPERATING BUDGET SUPPORT

Performance Indicator

Percent of total institutional budget generated from non-general fund sources. *(Storrs+, Health Center and Total)*

How do entrepreneurial and educational activities allow expansion of the university mission and contribute to the state's economic vitality?

Baseline Data Analysis



Revenues from non-general fund sources have increased 25% between FY1996 and FY1999 for Storrs+ and Health Center programs, combined. This trend occurs as demands exceed the increases in levels of state support, and numerous budget cuts have been required. Non-general fund revenues become increasingly important in this fiscal climate, and are crucial to the operations of the University. Revenues from the varied non-general fund sources such as research funding, grants and contracts, fundraising, tuition and fees, and auxiliary services allow selected operations to become less reliant on general fund support. This permits general fund dollars to be directed toward the Education and General (E&G) activities, which are more closely related to providing students a good education. Comparisons (below) indicate that UConn's peers provide higher portions of non-general fund support, while the UConn Health Center exceeds its peers. This reflects the inverse of the general fund peer comparisons.

NON-GENERAL FUND SUPPORT	FY96	FY97	FY98	FY99
(in millions)				
Support for these Services				
Storrs+	**$227.1**	**$232.2**	**$237.0**	**$259.7**
Peers	$379.6	$385.4	$423.2	$424.6
% Total Expenditures				
Storrs+	**53.4%**	**54.2%**	**52.0%**	**53.7%**
Peers	63.7%	63.4%	64.5%	63.7%
Support for these Services				
Health Center	**$276.0**	**$314.1**	**$346.5**	**$367.8**
Peers	$308.8	$329.7	$417.2	$444.2
% Total Expenditures				
Health Center	**82.6%**	**83.6%**	**83.9%**	**83.8%**
Peers	77.3%	78.2%	80.7%	81.9%

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

FIRST REPORT

Connecticut State University

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Connecticut State University

Overview

The Connecticut State University System consists of four comprehensive universities. The four institutions are: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven, and Western Connecticut State University in Danbury. The oldest institution is Central, established in 1849. The youngest, Western, was established in 1903. The institutions evolved from normal schools to teachers' colleges to state colleges and finally to state universities. From 1849 to 1965, the institutions were governed by the State Board of Education. In 1965, the Board of Trustees for the Connecticut State Colleges was established as an independent governing board and the university was permitted to offer selected masters and sixth-year degree programs. Under the governance of the Trustees, new degree programs were established, enrollment increased, and facilities were improved and expanded. In 1983, university status was conferred. Today, CSU is the state's largest university system.

Mission

The four comprehensive universities of the CSU System - Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University – are Connecticut's universities of choice for students of all ages, backgrounds, races and ethnicities. CSU provides affordable and high quality, active learning opportunities, which are geographically and technologically accessible. A CSU education leads to baccalaureate, graduate and professional degrees consistent with CSU's historical missions of teacher education and career advancement, including applied doctoral degree programs in education. CSU graduates think critically, acquire enduring problem solving skills and meet outcome standards, which embody the competencies necessary for success in the workplace and in life.

Fulfilling the Mission

CSU fulfills this mission through the focused missions of its universities.

Central Connecticut State University

- is Connecticut's premier learner centered public university with teaching as its focus
- applies knowledge to better the human condition
- provides access and quality for students to reach their full potential

Eastern Connecticut State University

- is Connecticut's public liberal arts university
- provides an intellectual ambiance which develops analytic thinkers, innovative problem solvers and creative learners

Southern Connecticut State University

- is a preeminent metropolitan university
- offers a learning community that is grounded in a liberal education
- is the lead institution for advanced study in CSU

Western Connecticut State University

- aspires to be the state's public university of choice for programs of excellence in the liberal arts and the professions
- builds all programs around a strong liberal arts foundation
- stresses critical thinking, problem solving, and communication skills for the new millennium.

Creative learning at each university transforms Connecticut into a state of minds.

System Profile

The four universities of the Connecticut State University System enroll over 35,000 undergraduate and graduate students in over 150 degree programs; over 90% of the students are Connecticut residents. About 55% of the students are female and almost 15% are minority. The system employs over 2800 full-time staff, including 1100 faculty. For FY 2000-2001, the System's budget is $300 million. Between July 1, 1999 and June 30, 2000 the universities awarded 3629 bachelors degrees, 1283 masters degrees and 329 Sixth-year Certificates (advanced graduate study).

System Initiatives

The following system initiatives closely follow many of the goals proposed by the Legislature and addressed by the performance indicators in this report.

1. Enhance Scholarship, Teaching and Learning
2. Enhance Public Education
3. Enhance the Quality of Student Life
4. Enhance Support for the State's Economy and Quality of Urban Life
5. Enhance the Use of Technology
6. Develop Synergies
7. Increase Institutional Advancement Efforts
8. Maintain and Enhance Physical Facilities
9. Enhance Continuous Quality Improvement Efforts and Gain Operating Efficiencies
10. Enhance Access, Equity and Retention
11. Develop Fully the Human Capital Within CSU and Connecticut

Each year, the Chancellor of the CSU System prepares a Letter of Priority for each university president outlining the strategic priorities that will be addressed under these initiatives. For 2000-2001, priorities were established in the following categories: (1) Fiscal Stability, (2) Quality Improvement, (3) Customer Satisfaction, and (4) Employee Motivation.

Methodology

For most of the measures described in this report, system data were readily available from surveys conducted by the universities in the CSU system, from standardized reports of enrollment submitted to the US Department of Education or the Connecticut Department of Higher Education or from the universities themselves. For measures where CSU universities were compared to peer institutions, the same standardized reports were used. Population and income data were obtained from the US Department of Commerce Census estimates. Where data for some measures are, for all intents and purposes, the same for each institution—as in the case of some fiscal indicators—a system-level table, graph and analysis is used instead of individual institutional analyses that would be repetitive. The other measures do provide individual institutional data entries and trends. The indicator regarding percentage of students whose financial needs are not met could not be reported upon at this time because comparable data were not available from all the universities. It is our intention to provide baseline data and the analysis in the next reporting cycle.

System Peers

In March 2000, each university in the system formally adopted a group of peer institutions against which various comparisons could be made. These institutions were selected for comparability of size, undergraduate/graduate enrollment, number of full-time and FTE faculty, program mix, library size, revenue and expenditures, and location (urban/suburban/rural). Since some of our universities selected the same institutions for peers, there are twenty-nine different institutions in the mix. Comparisons to peer institutions, as appropriate, appear throughout the report. The peer institutions for the universities in the CSU system are listed below. Some peer institutions were selected by more than one university. Peer institution data was obtained from the U.S. Department of Education, National Center for Educational Statistics, IPEDS Peer Analysis System or directly from the institutions.

CSU Comparative (Peer) Lists: Adopted March 24,

Central Connecticut State University
Bridgewater State College (MA)
Oakland University (MI)
SUNY College at Oswego (NY)
Towson University (MD)
West Chester University of Pennsylvania (PA)
William Patterson University of New Jersey (NJ)

Eastern Connecticut State University
Framingham State College (MA)
Frostburg State University (MD)
Keene State College (NH)
Plymouth State College (NH)
Ramapo College of New Jersey (NJ)
Richard Stockton College of New Jersey (NJ)
Salisbury State University (MD)
SUNY College at Geneseo (NY)
SUNY College at Potsdam (NY)
University of Maine at Farmington (ME)

Southern Connecticut State University
Bridgewater State College (MA)
CUNY College of Staten Island (NY)
Kean University (NJ)
Montclair State University (NJ)
Oakland University (MI)
Rhode Island College (RI)
Salem State College (MA)
Salisbury State University (MD)
Towson University (MD)
William Patterson University of New Jersey (NJ)

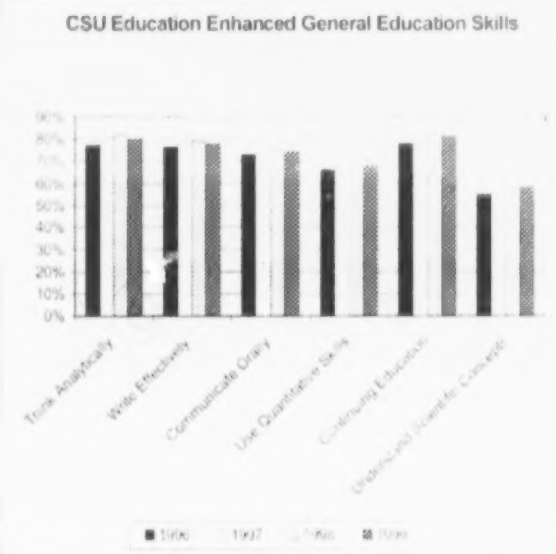
Western Connecticut State University
Fitchburg State College (MA)
Frostburg State University (MD)
Indiana University-South Bend (IN)
Indiana -Southeast (IN)
Salisbury State University (MD)
SUNY College at Fredonia (NY)
University of Michigan-Flint (MI)
Western Oregon University (OR)
Westfield State College (MA)
Worcester State College (MA)

PERCENT OF GRADUATES WHO REPORT THEIR CSU CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

Performance Indicator

Percent of graduates who reported that their CSU education had a positive impact on their ability to: think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge independently.

To what extent do graduates report positively on the outcomes they received from their CSU education?



Baseline Data Analysis

Each year, the universities in the Connecticut State University system survey their graduates on a variety of indicators. Reports by graduates on the effectiveness of the General Education component of the baccalaureate curriculum is one of those indicators. This information is self-reported. As learning outcomes are developed (see performance indicators to be reported at a later date in the appendix), more research-based data will be reported. Though there are various gradations among the five areas, all five show an increase from 1996 to 1999. The highest rated skill was *acquire new skills and knowledge independently*: eighty-one percent of the graduates in 1999 indicated that a CSU education enhanced their skills to learn and develop an appreciation for continuing education and lifelong learning. This was an increase from 77 % of graduates in 1996. Eighty percent reported that their CSU education enhanced their skills to *think analytically and logically*, and 78 % reported enhanced skills *to write effectively*. All of these skills are required by the workforce of the new economy and suggest CSU's continuing contribution to the State and its economic development

	1996	1997	1998	1999
Think Analytically	77%	80%	82%	80%
Write Effectively	76%	78%	79%	78%
Communicate Orally	73%	73%	75%	74%
Use Quantitative Skills	66%	65%	70%	68%
Acquire New Skills and Knowledge Independently	78%	79%	82%	81%
Understand Scientific Concepts	55%	55%	58%	58%

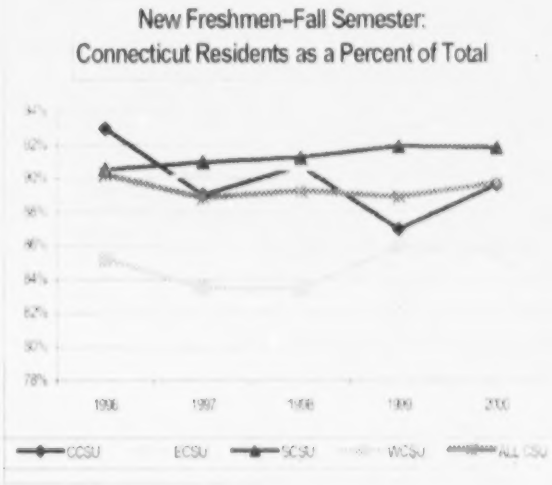
Source: Connecticut State University Graduate Survey

PERCENT OF INCOMING FRESHMEN WHO ARE CONNECTICUT RESIDENTS

To what extent do CT residents choose to enroll in a university in the CSU system?

Performance Indicator

Percent of new students—first time and transfer—indicating Connecticut residence in information collected at enrollment. Data are for the fall semester in each year indicated.



Baseline Data Analysis

CSU consistently fulfills its mission of providing high quality education for Connecticut residents by attracting more than 90 percent of its enrollment from within the state. In fall 2000, the number of Connecticut residents enrolled for the first time as freshmen in CSU ranged from 85% to 92%. Over the period from 1996-2000, the range was from 83% to 93%, the highest for any Connecticut public university. This reflects the degree to which CSU is the public university of choice in Connecticut, meeting the needs of a growing number of high school graduates in this state.

	1996	1997	1998	1999	2000
Central	93%	89%	91%	87%	90%
Eastern	89%	90%	91%	90%	91%
Southern	91%	91%	91%	92%	92%
Western	85%	84%	83%	86%	86%
ALL CSU	90%	89%	89%	89%	90%

Source: U.S. Department of Education IPEDS Enrollment Survey

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RELATIONSHIPS WITH K-12 SCHOOLS

Performance Indicator

Increasing number of formal relationships or partnerships on special projects with public schools.

Baseline Data Analysis

To what extent are the universities in the CSU system connected with K-12 schools?

	1996	1997	1998	1999	2000
Central	21	22	23	25	25
Eastern	0	0	0	5	5
Southern	5	5	7	7	7
Western	3	3	4	4	5
ALL CSU	29	30	34	41	42

Source: Connecticut State University Schools of Education

CSU universities are proud of the many relationships they have with local schools in their respective regions and the mutually beneficial programs that have developed over the years. Currently Central has eight formal relationships between public schools and the School of Education and Professional Studies. These formal relationships are embedded in the School's *Professional Development Network*, indicating that contracts have been signed that address the mutual commitment of resources, central administrative support, and faculty commitment. These are formal collaborative ventures between pre-school through grade 12 schools and the university. CCSU also has over 17 partnerships--mutually defined agreements to collaborate on specific projects--in the Schools of Arts and Sciences, Education and Professional Studies, and Technology

Eastern is a university sponsor of the Professional Development Schools (PDS) program, working with five disadvantaged, rural school districts in eastern Connecticut. School districts make major commitments to the PDS program with cooperating PDS teachers serving as mentors to pre-service students and modeling effective teaching and learning practices. Cooperating teachers are an essential link to the teacher preparation program.

Southern's faculty are assigned to each of the seven Professional Development Schools (PDS) in the Greater New Haven area and provide such support as consultation with teachers and principals, and conducting workshops. SCSU students are engaged in field assignments in these schools on a regular basis. Teachers from the PDS are often called upon to be lecturers in classes at SCSU. Further, the New Haven Public Schools have assigned a PDS coordinator from their central office to oversee the development of PDS and to work directly with the Dean's office. In the Momauguin school district in New Haven and in Ansonia, PDS university faculty and school teachers work together and coordinate their activities. In New Haven, SCSU faculty are actively participating with teachers in the School Program Management Teams (SPMT) within each school. Southern and the participating schools have created the beginnings of an administrative and overall governance structure for the PDS network and will be continuing this work in the future.

Western Connecticut State University is currently affiliated with five Professional Development Schools (PDS) within the Danbury Public School System. All elementary education majors are placed in one of the five schools during their "professional semester" for a ten-day field experience. Activities at the participating PDS sites are consistent with best practice in teacher education and involve a complex interaction between university and site based practitioners. Western faculty have been involved in staff development training days at PDS sites and classroom teachers are often brought into professional semester classes as "living resources." A significant number of students continue at the PDS site for their supervised student teaching experience.

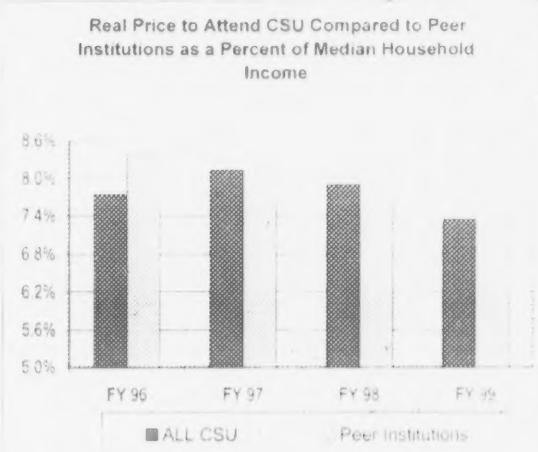
Taken together, these partnerships reflect CSU's effective role as Connecticut's lead teacher education provider.

REAL PRICE TO STUDENTS

Performance Indicator

Tuition and required fees not including student health insurance as percent of state median household income.

Is public postsecondary education remaining affordable with regard to median household income and in comparison to our peer institutions?



Baseline Data Analysis

Over the four year period from FY1996 through FY1999, the average cost of tuition and mandatory fees (T&F) at the Connecticut State University System (CSU) represented a smaller percentage of median household income than was the case for its combined peer group (see bold in table below). Moreover although tuition and fees increased both at CSU and among the 29 peer institutions from FY1996 to FY1999, tuition and fees as a percentage of median income for CSU has declined from 7.58% in FY 1996 to 7.22% in FY1999, in part reflecting the tuition freeze in place in FY99. Except for 1997, the CSU percentage of tuition and fees as a percent of median household income was below the comparable peer percentage for each year. In terms of affordability, CSU continues to maintain a price advantage versus its peers, and remains an excellent value.

	FY 1996	FY 1997	FY 1998	FY 1999	4-year % Change
Tuition and Fees – CSU System	3,194	3,500	3,601	3,667	14.8
Connecticut Median Household Income	42,119	43,985	46,508	50,798	20.6%
T&F as % of MHI – CSU	**7.58%**	**7.96%**	**7.74%**	**7.22%**	
Tuition and Fees – Peer Average	3,334	3,338	3,545	3,733	12.0%
Average Median Household Income – Peers	39,757	41,065	43,022	44,802	12.7%
T&F as % of MHI – Peers	**8.39%**	**8.13%**	**8.24%**	**8.33%**	

Real Price to Attend CSU Compared to Peer Institutions as a Percent of Median Household Income

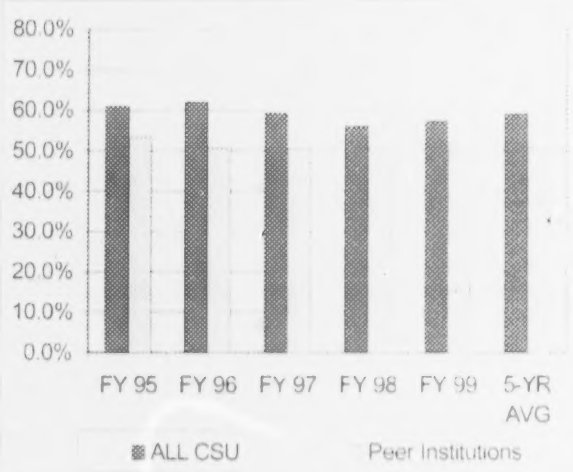
Central	FY1996	FY1997	FY1998	FY1999	4-year % Change
Tuition and Fees	3,266	3,542	3,614	3,670	12.40%
Connecticut Median Household Income	42,119	43,985	46,508	50,798	20.60%
T&F as % of MHI	**7.75%**	**8.05%**	**7.77%**	**7.22%**	
Tuition and Fees – Peer Average	3,547	3,685	3,845	3,999	12.70%
Average Median Household Income – Peers	40,082	41,464	43,403	45,121	12.60%
T&F as % of MHI – Peers	**8.85%**	**8.89%**	**8.86%**	**8.86%**	
Eastern					
Tuition and Fees	3,202	3,486	3,594	3,657	14.20%
Connecticut Median Household Income	42,119	43,985	46,508	50,798	20.60%
T&F as % of MHI	**7.60%**	**7.93%**	**7.73%**	**7.20%**	
Tuition and Fees – Peer Average	3,467	3,639	3,863	4,083	17.80%
Average Median Household Income – Peers	40,675	41,780	44,237	46,005	13.10%
T&F as % of MHI – Peers	**8.52%**	**8.71%**	**8.73%**	**8.87%**	
Southern					
Tuition and Fees	3,140	3,444	3,568	3,664	16.70%
Connecticut Median Household Income	42,119	43,985	46,508	50,798	20.60%
T&F as % of MHI	**7.46%**	**7.83%**	**7.67%**	**7.21%**	
Tuition and Fees – Peer Average	3,305	3,438	3,427	3,717	12.50%
Average Median Household Income – Peers	41,318	42,635	45,168	47,114	14.00%
T&F as % of MHI – Peers	**8.00%**	**8.06%**	**7.59%**	**7.89%**	
Western					
Tuition and Fees	3,168	3,528	3,636	3,676	16.00%
Connecticut Median Household Income	42,119	43,985	46,508	50,798	20.60%
T&F as % of MHI	**7.52%**	**8.02%**	**7.80%**	**7.24%**	
Tuition and Fees – Peer Average	3,130	3,207	3,303	3,367	7.60%
Average Median Household Income – Peers	38,689	40,900	42,481	44,606	15.30%
T&F as % of MHI – Peers	**8.09%**	**7.84%**	**7.78%**	**7.55%**	

PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

Performance Indicator

Ratio of state support to operating expenditure. Operating expenditures include all operating expenses for instruction, research, public service, academic support, student services, and institutional support, all library expenditures, CAPCS, fringe benefits on general fund personnel, and equipment expenditures from operating funds.

To what extent does the State support the universities in the Connecticut State University System and how does that compare to state support for peer institutions in other states?



Baseline Data Analysis

For comparability to its peers, all Connecticut State University (CSU) expenditures are adjusted to include estimated fringe benefit costs for all years. In addition, system office expenditures are not included in operating expenditures because peer institutions do not include these costs. With the adjustment, it is evident that the proportion of state support has been consistently higher at CSU than that of its peers. However, the general trend prior to FY 1999 is that the proportion of state support had been declining for CSU, from over 61% in 1995 to 56% in 1998. FY 1999 showed a slight increase in this percentage. CSU continues to provide access to a high quality education while relying less on state support. It is to be hoped that the FY99 reversal of the general trend of state support will be reinforced in subsequent years. The percentage varies somewhat by institution as exhibited on the next page, ranging from a high of almost 63% at Southern CSU to a low of 54% at Eastern CSU. All institutions were at higher percentages than their respective peers.

	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	Five-Year Average
% Operating Expenditures from State Support – All CSU	**61.1%**	**61.9%**	**59.3%**	**56.0%**	**57.4%**	**59.1%**
% Operating Expenditures from State Support – Peers	53.5%	50.7%	50.5%	50.5%	49.2%	50.9%

Source: U.S. Department of Education IPEDS Finance Survey

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PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

Central	FY1995	FY1996	FY1997	FY1998	FY1999	Five-Year Average
% Operating Expenditures from State Support	60.30%	61.40%	58.90%	55.70%	55.60%	58.40%
% Operating Expenditures from State Support – Peers	52.90%	49.80%	48.60%	47.40%	46.20%	49.00%
Eastern						
% Operating Expenditures from State Support	53.20%	55.50%	55.60%	51.00%	53.20%	53.70%
% Operating Expenditures from State Support – Peers	52.30%	48.90%	48.50%	49.00%	46.90%	49.10%
Southern						
% Operating Expenditures from State Support	66.90%	65.80%	61.00%	59.50%	59.10%	62.40%
% Operating Expenditures from State Support – Peers	53.60%	51.90%	50.80%	50.00%	49.20%	51.10%
Western						
% Operating Expenditures from State Support	59.30%	61.40%	60.20%	55.30%	61.90%	59.60%
% Operating Expenditures from State Support – Peers	55.30%	52.60%	54.50%	56.00%	54.40%	54.60%

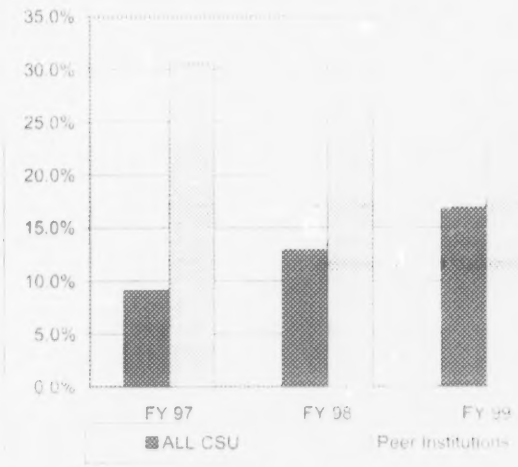
PERCENT OF STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

The ratio of state support for financial aid to total aid awarded.

What is the total state financial aid (from CAPCS, Capitol Scholarship and other programs) measured as a percent of total aid from state, tuition, federal, private and other revenue sources including both need and non-need based aid?

Baseline Data Analysis



Connecticut State University System (CSU) students receive much less in financial aid from state support than do students at their peer universities, even though the percentage of CSU aid awarded has risen significantly over the past three years, from 9.1% to 16.8% in FY99. The increase is due to two factors: the State of Connecticut has over the past four years directed more funding into the CAPCS (Connecticut Aid to Public College Students) program, and the distribution formula used by the Department of Higher Education to allocate CAPCS among the constituent units of higher education has been revised to direct additional funds to institutions serving the neediest students. This led to a greater allocation for CSU. Total funding for CAPCS has increased but at a declining rate 56.3% in FY97 versus FY96, 30.3% in FY98 versus FY97, and 28.4% in FY99 versus FY98. This is offset in part by the revision in the distribution formula resulting in a larger percentage of total CAPCS funding directed to CSU: 27.9% in FY97, 32.7% in FY98, and 34.4% in FY99. Given how modest the CSU percent is versus that of its peers (16.8% vs. 29.1%) it is clear that the state should fully fund the CAPCS program if CSU is to remain an affordable university of access for Connecticut residents, since Connecticut residents comprise 90% of CSU's students.

	FY 97	FY 98	FY 99
ALL CSU	9.1%	12.9%	16.8%
Peer Institutions	30.5%	30.5%	29.1%

Source: U.S. Department of Education IPEDS Finance Survey

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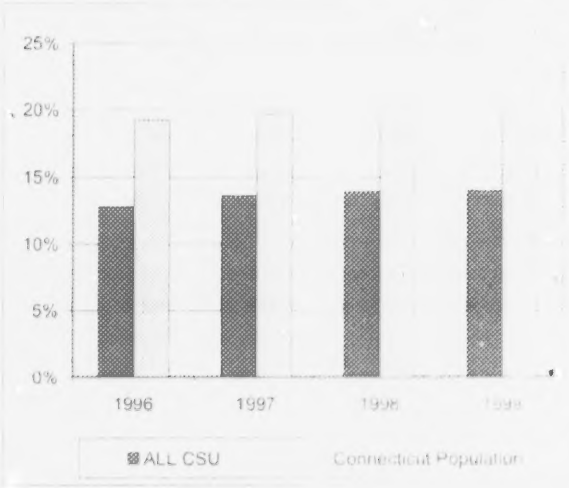
EXTENT TO WHICH ENROLLMENT BY ETHNIC GROUPS COINCIDES WITH CONNECTICUT POPULATION CHARACTERISTICS

Performance Indicator

Percent of students of color (African-Americans, Hispanics, Asian Americans, and Native Americans) enrolled in universities in the CSU System compared to their percentages in the state's population.

To what extent does the CSU student population reflect the population of the state?



Baseline Data Analysis

Enrollment of students of color at each of the universities in the CSU System has increased over the past four years (U.S. Census population estimates only provide data through 1999). In addition, the percentage of students of color in the student body has also increased over that same time period. The percentage of students of color at CSU is less than the percent of these groups in the state population; however, the state population includes those younger age cohorts of persons of color that are growing faster than the general population is growing. However, these cohorts are not yet old enough to attend college. As these cohorts mature, CSU anticipates enrollment increases in ethnic minorities. While Connecticut's population of color has increased from 19.3 % to 20.7% (a change of 7.3%) from 1996 to 1999, CSU's enrollment from these ethnic groups has increased from 12.8% to 14% (a change of 9.4%)—a positive trend toward narrowing the current gap.

	1996	1997	1998	1999
Central	12.2%	13.7%	13.9%	14.3%
Eastern	13.1%	13.1%	13.8%	13.6%
Southern	13.8%	14.2%	14.4%	14.6%
Western	11.5%	12.8%	12.7%	12.7%
All CSU	12.8%	13.6%	13.9%	14.0%
CT Population	**19.3%**	**19.7%**	**20.2%**	**20.7%**

Fall 1999	Central	Eastern	Southern	Western	ALL CSU	CT
African American	6.6%	7.1%	8.6%	4.8%	7.0%	9.4%
Hispanic	4.9%	3.7%	3.9%	4.8%	4.4%	8.5%
Asian American	2.5%	1.4%	1.9%	2.8%	2.2%	2.6%
Native American	0.4%	1.3%	0.2%	0.3%	0.4%	0.2%
TOTAL	14.3%	13.6%	14.6%	12.7%	14.0%	20.7%

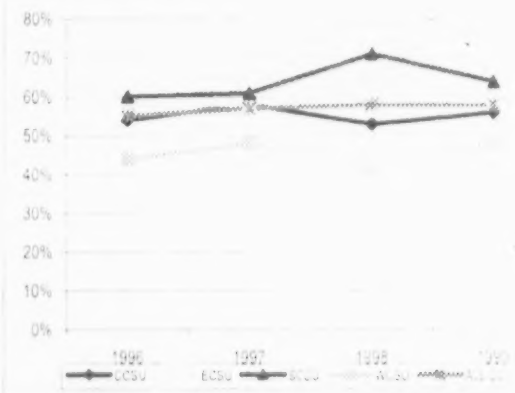
Source: U.S. Department of Education IPEDS Enrollment Survey and U.S. Census Bureau Population Estimates by State

PERCENT OF GRADUATES WHO PARTICIPATED IN COMMUNITY SERVICE ACTIVITIES

Performance Indicator

Self-reporting by graduates on activities to benefit their community as well as expand the scope of their undergraduate curriculum while they were enrolled at one of the CSU universities. These activities included but were not limited to: service learning (e.g., student teaching), internships, cooperative education, and practicums. Students indicating any one of these activities were included, but were not counted more than once if multiple activities were listed.

To what extent do CSU students engage with the community during their academic careers?



Baseline Data Analysis

In CSU's annual Survey of Graduates, about 58% reported being involved in community service, service learning (including student teaching), internships, practica, or cooperative education activities while enrolled at one of the CSU universities. These activities may be voluntary (not required for the degree), such as cooperative education; mandatory (required for the degree), such as student teaching or an allied health practicum; or either, such as an internship where the student may receive a salary or degree credit. The trends in the accompanying chart show an increase in community service over the last four graduating classes. This reflects the degree to which CSU is not only the university for access, but it is also the university for outreach, assisting its students in serving communities across the state

	1996	1997	1998	1999
Central	54%	58%	53%	56%
Eastern	58%	58%	64%	59%
Southern	60%	61%	71%	64%
Western	44%	48%	41%	48%
ALL CSU	55%	57%	58%	58%

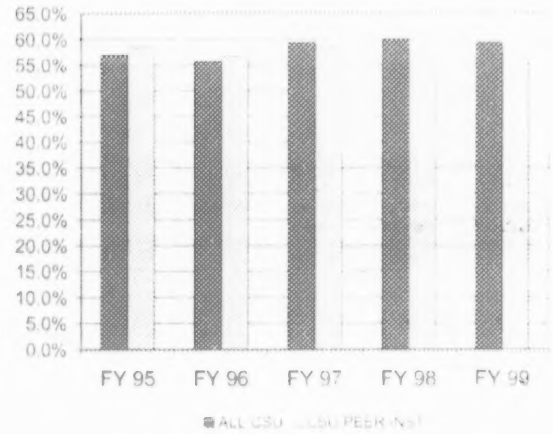
Source: Connecticut State University Graduate Survey

PERCENT OF OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

Performance Indicator

The ratio of operating expenses for instruction, academic support (including Libraries) and student services to all education and general expenditures.

What percent of CSU's Educational and General expenditures directly support teaching and learning at the universities? Academic support includes library expenditures.



Baseline Data Analysis

Over the five-year period from FY1995 to FY1999, operating expenses for instruction, academic support, and student services (measured as a percentage of all expenditures for the Connecticut State University System) have increased from 56.9% to 59.3%. In contrast, this ratio for CSU's combined peer group has declined, from 58.5% to 56.9% over the same period. This indicates that CSU has increased the funds spent directly on students for such items as faculty, counseling, libraries, and student services, demonstrating CSU's commitment to learning and to its students. The declining percentage for the combined peer group indicates increases on ancillary or overhead activities. CSU accents access with funded support services that improve learning, help to create a learning community and promote general efficiency.

	FY 95	FY 96	FY 97	FY 98	FY 99
ALL CSU	56.9%	55.7%	59.3%	59.8%	59.3%
CSU PEER INST	58.5%	56.8%	58.2%	57.4%	56.9%

Source: U.S. Department of Education IPEDS Finance Survey

PERCENT OF OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

Central	FY1995	FY1996	FY1997	FY1998	FY1999
% of Operating Expenses for Instruction, Academic Support, and Student Services	58.50%	51.00%	59.50%	61.30%	58.10%
% of Operating Expenses for Instruction, Academic Support, and Student Services – Peers	59.30%	56.50%	58.60%	57.00%	57.00%
Eastern					
% of Operating Expenses for Instruction, Academic Support, and Student Services	49.60%	51.00%	52.20%	53.10%	52.70%
% of Operating Expenses for Instruction, Academic Support, and Student Services – Peers	56.60%	54.20%	56.60%	56.50%	55.90%
Southern					
% of Operating Expenses for Instruction, Academic Support, and Student Services	58.30%	62.30%	62.70%	62.90%	65.40%
% of Operating Expenses for Instruction, Academic Support, and Student Services – Peers	60.30%	57.60%	58.60%	57.90%	[illegible]
Western					
% of Operating Expenses for Instruction, Academic Support, and Student Services	58.10%	58.30%	59.60%	57.60%	56.30%
% of Operating Expenses for Instruction, Academic Support, and Student Services – Peers	57.60%	59.00%	59.80%	59.00%	58.50%

RETENTION RATE

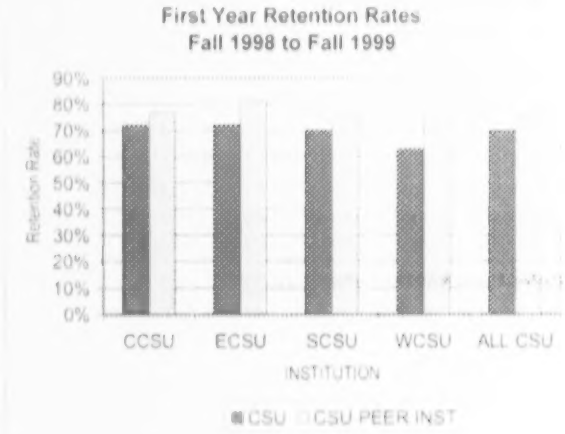
Performance Indicator

The percentage of first-year full-time degree-seeking freshmen continuing in the second year

How does retention at CSU universities compare to peer institutions and change over a five-year period?

Baseline Data Analysis

The CSU retention rates of first-year, degree seeking undergraduate students to the second year are respectable, especially since CSU is Connecticut's university for public access to a quality higher education. Nationally, retention rates of 70 percent are well above average. Recognizing the need for constant improvement, each of the universities has identified increased retention as one of its strategic priorities. It is worth noting that peers have been selected to encourage higher retention goals for CSU institutions.



First Year Retention Rate of First-time Degree Seeking Students
Fall 1998 to Fall 1999

	CSU	CSU PEER INST
Central	74.0%	76.5%
Eastern	72.0%	81.0%
Southern	71.0%	75.0%
Western	64.0%	75.0%
ALL CSU	71.0%	75.0%

First Year Retention Rate of First-time Degree Seeking Students

	1996-97	1997-98	1998-99	1999-2000
Central	68%	70%	74%	72%
Eastern	73%	69%	72%	69%
Southern	74%	72%	71%	74%
Western	63%	69%	64%	65%
ALL CSU	70%	70%	71%	71%

Source: Connecticut State University Student Files and Correspondence with Peer Institutions

GRADUATION RATE

Performance Indicator

Percentage of first-year, full-time degree seeking students in a cohort, who complete within 150% of the normal time period for a degree program (six years).

How does the graduation rate at CSU universities compare to peer institutions and change over time?

Baseline Data Analysis

Six-year graduation rates for the universities in the CSU system are lower than the average rates for their respective peer groups. The methodology for determining the six-year graduation rate is the one used for reporting to the US Department of Education.
But, the mix of attributes of entering classes for the peer institutions (access policies, entry standards, SAT scores) cannot be determined to permit exact comparability between CSU and its peers. The cohort used here is the entering student cohort from fall 1993. While not shown here, the average SAT scores for each of the CSU universities has been increasing. And the retention rate of new CSU students from year one to year two (1998-99) is comparable to that of CSU's peers. As new cohorts are compared, graduation rates should increase to approximate the CSU peer rates. As in the Retention Indicator, aspirational peers have been chosen by CSU to encourage improvements in graduation rates in relation to the CSU peers.

Six-Year Graduation Rate of First-time, Full-time Degree-Seeking Students:
Cohort of Fall 1993 Graduating in 1999

	CSU	CSU PEER INST
Central	45%	52%
Eastern	37%	52%
Southern	39%	44%
Western	45%	54%
ALL CSU	42%	50%

Six-Year Graduation Rate of First-time Degree Seeking Students

Cohort Grad Year	Fall 1991 1997	Fall 1992 1998	Fall 1993 1999
Central	45%	45%	45%
Eastern	40%	34%	37%
Southern	41%	39%	39%
Western	42%	45%	45%

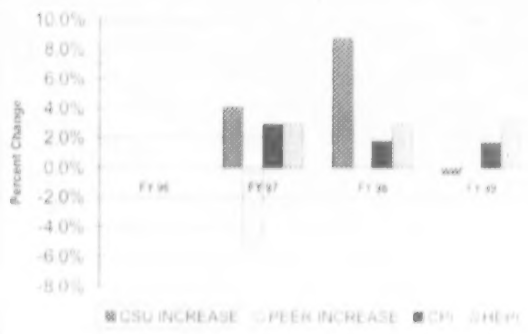
Source: U.S. Department of Education IPEDS Graduation Rate Survey

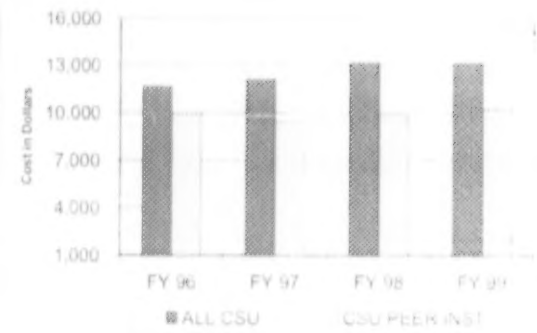
REAL COST PER STUDENT

Performance Indicator

The ratio of total operating expenditures (restated to include fringe benefits costs) to full-time equivalent students compared to peers, with reference to the consumer price index (CPI) and the Higher Education Price Index (HEPI).

How does current real cost compare to peer institutions?





Baseline Data Analysis

When restated to include General Fund fringe benefits in all fiscal years (see Assessment Measure 3.2 above) as CSU peer institutions have consistently done, total operating expenditures at the Connecticut State University System (CSU) have increased 18.1% from FY1996 through FY1999, versus a 15.1% increase for its peers. This increase is due in large part to the introduction of a new distance learning initiative and increased spending for information technology. These include spending for increased technology for student labs and libraries, as well as the purchase and partial implementation of a new integrated client-server-based data system, which will enable CSU to better serve its students. These innovations have also coincided with a decline in the enrollment of part-time students over the four-year period. As a result, FTE enrollment has increased only slightly (3.2%) at CSU, versus a 12.2% increase in FTE enrollment at peer institutions. Accordingly, restated total operating expenditures per FTE (see Assessment Measure 3.2) show an increase of 12.8% over the four years from FY1996 through FY1999 at CSU, versus a 2.6% increase for peers. The percentage change in adjusted operating expenditures per FTE for FY1999 actually was a decline of 0.4% at CSU, versus an increase of 4.3% for our peers. Altogether these trends suggest that while the cost of a quality education at CSU is rising, this cost is reflecting state of the art innovations that benefit CSU students and ready CSU for a global presence in the new economy.

	FY1996	FY1997	FY1998	FY1999	Four-Year % Increase
FTE – CSU	21,219	21,233	21,562	21,901	3.2%
Operating Expenses/FTE – CSU	**11,648**	**12,127**	**13,188**	**13,136**	**12.8%**
% Increase		4.1%	8.8%	-.4%	
Total FTE – Peers	159,975	172,406	176,955	179,520	12.2%
Operating Expenses/FTE – Peers	**10,011**	**9,456**	**9,846**	**10,267**	**2.6%**
% Increase		-5.5%	4.1%	4.3%	
CPI		2.9%	1.8%	1.7%	
HEPI		2.9%	2.9%	3.5%	

Source: U.S. Department of Education IPEDS Institutional Characteristics and Finance Surveys. Consumer Price Index and Higher Education Price Index

REAL COST PER STUDENT

Central	FY1996	FY1997	FY1998	FY1999	Four-Year % Increase
FTE	7,088	7,116	7,257	7,385	4.2%
Operating Expenses/FTE	**12,907**	**12,440**	**14,481**	**13,588**	**5.3%**
% Increase		-3.6%	16.4%	-6.2%	
Total FTE – Peers	43,348	48,105	49,975	50,236	15.9%
Operating Expenses/FTE – Peers	**11,984**	**10,740**	**11,303**	**11,828**	**-1.3%**
% Increase		-10.4%	5.2%	4.7%	
CPI		2.9%	1.8%	1.7%	
HEPI		2.9%	2.9%	3.5%	
Eastern					
FTE	3,180	3,232	3,340	3,444	8.3%
Operating Expenses/FTE	**11,901**	**12,718**	**13,548**	**13,612**	**14.4%**
% Increase		6.9%	6.5%	.5%	
Total FTE – Peers	37,994	38,648	39,244	39,629	4.3%
Operating Expenses/FTE – Peers	**10,674**	**10,556**	**10,894**	**11,505**	**7.8%**
% Increase		-1.1%	3.2%	5.6%	
CPI		2.9%	1.8%	1.7%	
HEPI		2.9%	2.9%	3.5%	
Southern					
FTE	7,411	7,410	7,443	7,474	.9%
Operating Expenses/FTE	**10,419**	**11,329**	**11,603**	**12,513**	**20.1%**
% Increase		8.7%	2.4%	7.9%	
Total FTE – Peers	67,305	73,269	74,535	75,912	12.8%
Operating Expenses/FTE – Peers	**11,422**	**10,719**	**11,305**	**11,918**	**4.3%**
% Increase		-6.2%	5.5%	5.4%	
CPI		2.9%	1.8%	1.7%	
HEPI		2.9%	2.9%	3.5%	
Western					
FTE	3,540	3,476	3,524	3,599	1.7%
Operating Expenses/FTE	**11,466**	**12,636**	**13,549**	**13,040**	**13.7%**
% Increase		10.2%	7.2%	-3.8%	
Total FTE – Peers	35,451	38,040	39,790	40,728	14.9%
Operating Expenses/FTE – Peers	**10,750**	**10,316**	**10,482**	**10,801**	**.5%**
% Increase		-4.0%	1.6%	3.0%	
CPI		2.9%	1.8%	1.7%	
HEPI		2.9%	2.9%	3.5%	

CSU Performance Indicators to be Reported at a Later Date

The measures listed below are to be reported in later versions of the Accountability Report. Plans for how data will be collected and analyzed by each CSU University are summarized for each indicator; the year for which the Baseline Data Analysis will be reported is also noted. Common methodologies will be used to compile system indicators. Where specific university plans are not indicated, the methodology will be developed in conjunction with the System Office of Academic Affairs.

Goal 1: To enhance student learning and promote academic excellence

1.1 Percent of graduates demonstrating in depth understanding of an area of knowledge [January 2003]

CCSU: CCSU will provide this information through analyzing student performance in their majors on one or more of the following: capstone courses, senior seminars, internships or cooperative education or student teaching, portfolios, internal or course embedded examinations and external examinations. In addition, CCSU will use the computed Grade Point Average of courses in the major. Thus, the Major GPA combined with at least one other measure will be used to demonstrate in-depth understanding of an area of knowledge.

ECSU: During 2001-2002, the Office of the Vice President for Academic Affairs at ECSU, in cooperation with the academic deans and the Office of Planning and Institutional Research, will continue assisting academic departments and relevant University committees in developing student outcomes plans for each major. During 2001, selected academic departments will design, implement and demonstrate assessment instruments and methodologies for their majors. The remaining departments will be considering appropriate assessment instruments for their programs and will be benefiting from the work of the lead departments. By the end of 2002, ECSU will report on the types of standardized or local instruments that will be used by academic programs to assess the graduate's in-depth understanding of an area of knowledge.

Programs that have already implemented the use of assessment instruments will continue to do so and submit with their department annual report the percent of graduates demonstrating in-depth understanding of an area of knowledge. Professional programs using exams and other assessment instruments for licensure and certification purposes will report results based on mandated assessment cycles.

By the end of 2002, all department plans to assess students' in-depth understanding of their discipline will be ready for review and approval by the appropriate academic dean. Years 2001 and 2002 will enable programs that are new to this process to explore the use of appropriate instruments. A major goal during this period would be to gain experience with assessment processes that are verifiable, affordable and valuable for purposes of improving the learning process and student attainment.

SCSU: At SCSU, the percent of students passing exams to obtain a license or a certification will be secured from various departments over the course of the next two years. The departments from which this information will be gathered will include Nursing, Education (Elementary and Secondary), Counseling and School Psychology, Library Science, Communications Disorders, Physical Education, Special Education, and Reading. Those from the School of Education reflect data provided for NCATE accreditation.

As SCSU progresses through the NEASC self-study and as the University's outcomes assessment process continues to develop, information is being gathered on a number of program-specific knowledge indicators. At this time, SCSU is in the third year of its first five-year assessment cycle. Some twenty programs are assessed each year. Each establishes a performance instrument to provide baseline data for student learning and program outcomes.

Information collected through a series of student, faculty and administration surveys related to the current NEASC self-study, along with information gathered through the outcomes assessment program will provide the baseline data related to this indicator.

WCSU. The Assessment Committee provided guidelines for assessment reporting in December 2000. Deans and department chairs will submit their chosen measures to the office of Institutional Research and Assessment (February 23, 2001). Tentative Report Date: January 2003

1.2 Percent of graduates demonstrating competence in an ability to: Think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge their own [January 2003]

CCSU. CCSU will use the Academic Profile to assess students in their First Year Experience and information from the National Survey of Student Engagement to establish a benchmark. Student growth will be measured by assessing capstone courses, senior seminars, internal or course embedded examinations. A five percent sample of students with 100 credits or more each spring will be used for analysis.

ECSU. By the end of 2002, ECSU will have arrived at a comprehensive system to assess student competencies in critical, analytical and logical thinking; oral and written communication skills; use of scientific and quantitative skills and the ability to acquire new skills and knowledge independently. Existing assessment methods, such as student portfolios, capstone courses and projects, as well as other assessment instruments will be reviewed for inclusion in the comprehensive system for assessing student competencies in these areas.

SCSU. As in 1.1 above, information collected through surveys related to the NEASC self-study along with information gathered through the assessment program will provide percentages related to the above competencies. In addition, there is an ongoing assessment of SCSU's General Education Program; the results of this analysis will also provide data regarding the specific skills to be reported in this item.

WCSU. The Assessment Committee and the Committee on Undergraduate Curriculum and Standards (CUCAS) will make recommendations for the Academic Profile and/or California Critical Thinking Skills Test to be administered to rising juniors (April 15, 2001).

1.5 Percent of students needing remediation who meet outcome standards upon completion of remedial courses [January 2003]

All incoming, degree-seeking students at all CSU universities take the ACCUPLACER examination to determine whether they need to enroll in pre-college, developmental courses.

CCSU. Currently at CCSU, the exam is occurring for Mathematics 099 and an exam will be in place in Fall, 2001 for English. To determine their outcomes standards at the completion of Math 099, students are given a standardized examination developed by the Mathematics department. The English department uses a standardized writing prompt, determined each semester. Separate faculty who do not have the student in class use a rubric to assess the student's essay on three items related to general merit and three items related to mechanics. An analysis of student grades at the end of the semester will measure success in meeting course outcomes. Further, those students will be tracked to verify enrollment and success in college level courses.

ECSU. At ECSU, the English Department is responsible for the developmental writing program, whereas the Mathematics Department is responsible for the mathematics developmental program. Each program has established testing and assessment for all students needing remediation in English and Mathematics respectively. Each department will submit an annual report demonstrating student achievement in relation to program standards.

SCSU. The Institutional Research Office at SCSU has been developing computer programs that will provide percentage information on remediation program outcomes. Reports from these programs will be available well before the 2003 report deadline. It is anticipated that all programs will have their outcomes in place prior to the reporting date; this is a function of the orderly process of institutional assessment.

WCSU. The Office of Institutional Research and Assessment added Accuplacer data and remedial course data to the undergraduate retention tracking file. Calculations for each cohort will be performed as necessary.

Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels

2.1 Percent of graduates from teacher preparation programs employed as teachers [January 2003]

CSU currently collects this information as part of its annual graduate student survey. However, less than 50% of the graduates return surveys. An arrangement will be discussed with the Certification Division of the State Department of Education to obtain more complete data. The individual universities may also attempt to collect this information from local school districts.

2.2 Percent of programs using assessment feedback to revise curriculum [January 2002]

Each of the universities in the CSU system will employ one or more of the following methodologies to collect this information: focus group interviews that will occur with advisory groups in the Schools of Education, with each university's Professional Development School Network, and by surveying cooperating teachers who work with student teachers.

Goal 3: To ensure access and affordability of higher education

3.3 Percent of students whose financial aid needs are not met

The universities will discuss a methodology for collecting relevant data to determine which students are eligible for financial aid and the types of aid awarded.

Goal 4: To promote the economic development of the state and to help business and industry sustain strong economic growth

4.1 Percent of business employers satisfied with competence of graduates [January 2003]

An alumni survey involving students who received their baccalaureate degree five years previous to the survey year is being conducted at CSU universities. Survey questions are designed to secure information regarding the alumni's employers' satisfaction and can be used to respond to this indicator specifically, for students who graduated with a business degree and are employed in their field.

CCSU. In addition to the alumni survey, CCSU will employ focus groups and/or surveys to obtain this information through the Advisory Groups of the various schools, such as Business, Allied Health and Technology.

SCSU. With reference to surveying employers directly, it should be noted that in many cases the requirement for privacy may hinder employers from actually knowing which of their employees are SCSU graduates. Nonetheless, some information can be gathered from anecdotal evidence and patterns of employment.

WCSU. The Director of Institutional Research and Assessment will coordinate efforts with the Dean of the Ancell School of Business to schedule meetings with the ASB Advisory Board.

4.2 Number of persons served by conferences, seminars, institutes, etc., produced or sponsored by CSU universities for business and corporations [January 2002]

CCSU. Data will be collected at CCSU through the departments of Continuing Education and Institutional Advancement and its various Centers and Institutes.

ECSU. During 2001, ECSU will develop and implement a system to ensure the tabulation of attendance at university events produced or sponsored for businesses or corporations.

SCSU. The Office of the Dean of the School of Business at SCSU will be contacted in order to obtain this information. This information will be requested in the annual reports submitted by the School of Business. Further, as the School of Extended Learning develops its outreach program on a more systematic basis, additional tracking and information will be available.

WCSU. The Director of Institutional Research and Assessment will coordinate efforts with the Dean of the Ancell School of Business.

4.3 Percent of programs utilizing external feedback in curricular assessment [January 2002]

CCSU. CCSU will employ one or more of the following methodologies to collect this information: focus group interviews that will occur with Advisory Groups of the various Schools, such as Business, Allied Health, and Technology and by surveying supervisors who work with students in internship and cooperative education experiences.

SCSU. All of the business programs at SCSU, with the exception of the new MBA program, underwent outcomes assessment during 1998 – 1999. The process includes a site visit from an external examiner in the particular field assessed. Thus, all programs in Accounting, Economics, Finance, Management and Marketing, use examiner reports to consider their curriculum as current.

WCSU. The Assessment Committee provided guidelines for assessment reporting in December 2000. Department chairs in the Ancell School of Business will submit plans for gathering assessment data to the Director of Institutional Research and Assessment.

Goal 5: To respond to the needs and problems of society

5.1 Percent of faculty and staff engaged in community service activities [January 2002]

Faculty and staff will be surveyed to get this information.

ECSU. During 2001, ECSU will use the annual reporting system to collect data on faculty and staff engagement with the community. A summary of the reported data will be submitted to the system office.

SCSU. At SCSU, this information will be collected from the annual reports submitted by each school. In these reports departments collect from their various faculties, information on yearly activities of the faculty members. Academic and other administrative units, all of which submit annual reports, similarly collect data on staff member activities. This collection process will be made more systematic by the reporting date.

WCSU. Department heads report community service activities each May for the President's Annual Report. The Director of Institutional Research and Assessment will coordinate efforts with the Director of Public Relations and the Vice-President of Academic Affairs to summarize this information.

5.3 Percent of non-business employers satisfied with competence of graduates [January 2003]

An alumni survey involving students who received their baccalaureate degree five years previous to the survey year is being conducted at CSU universities. Survey questions are designed to secure information regarding the alumni's employers' satisfaction and can be used to respond to this indicator specifically, for students who graduated with a non-business degree and are employed in their field. In addition, efforts will be coordinated with the CSU Institutional Research Advisory Council and the CSU Director of Institutional Research and Planning to develop or use a common survey instrument to assess employer satisfaction.

CCSU: In addition the alumni survey, CCSU will contact departments in Arts and Sciences that have Advisory Boards. CCSU will also use Career Services surveys on students who have participated in internships and cooperative education experiences.

Note that the same issues regarding privacy apply to non-business employers as with businesses and these must be considered in data gathering.

5.4 Percent of programs utilizing external feedback in curricular assessment [January 2002]

CCSU: CCSU plans to provide this information by focus group interviews from departments in Arts and Sciences that have Advisory Boards and by surveying supervisors who work with students in internship and cooperative education experiences.

SCSU: At SCSU, all programs that experience the institutional assessment process utilize a site visit by an external examiner(s) to verify their self–studies and to report on how effectively the program has met its outcomes. It should be noted that not every program changes its curriculum as a result of assessment and that there are non-external reasons for curriculum assessment.

WCSU: The Assessment Committee has provided guidelines for assessment reporting. Department chairs in the Ancell School of Business will submit plans for gathering assessment data to the office of Institutional Research and Assessment.

Goal 6: To ensure the efficient use of resources

6.2 Faculty instructional productivity

During 2001, the CSU universities will work with the System Office to develop and implement a system for calculating instructional productivity of full-time faculty.

CCSU: CCSU will use data from faculty load reports.

SCSU: The SCSU I.R. Office reports the number of faculty load credits attributable to instruction each fall and spring in a faculty workload report (part-time faculty percentage report). Recent efforts have improved the accuracy of this data and the data will be available for the reporting date.

WCSU: Deans submit their faculty workload reports each semester to the Office of Institutional Research and Assessment.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

FIRST REPORT

Community-Technical College System

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Community-Technical College System

Community-Technical College System

Overview

The Connecticut Community Colleges have a mission distinct from that of the other units of public higher education. The statutory responsibility of the community colleges, as reflected in Connecticut General Statutes 10a-80, is (1) to provide programs of occupational, vocational, technical and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state workforce needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet individual student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural and public interests; (5) to provide student support services . . . .

With a commitment to technical and career programs and a desire to help meet state workforce needs, in 1999 the colleges initiated four new technical degree programs, 14 program options, and 32 credit certificate programs. Graduates of technical and career programs in 1999 represented 67% of all degree awards.

The colleges also served more than 300 companies and, during the first few weeks of the Fall 2000 semester, registered 19,599 people in non-credit courses and programs responsive to employer and community needs. Annual totals are impressive.

Unlike their counterparts in the Connecticut State Universities and the University of Connecticut, community college students are typically more ethnically diverse, are older, work full- or part-time, have families, and enter college with a variety of personal goals including graduation, skills acquisition, personal enrichment, and the pursuit of lifelong learning. A recent national report card rated the Connecticut Community Colleges among the top five in retention nationally.

Graduate follow-up survey results for 1999 revealed that

- 7.4% of entering community college students already had an associate's degree;
- 8% of students entered with a bachelor's, master's, doctorate or professional degree;
- 57% entered with the goal of acquiring an associate's degree;
- 94% acquired their goal to a great extent or to some extent;
- Within 6 months 43% of graduates reported annual earnings of $30,000 or more;
- Graduates gave high satisfaction levels for
    - faculty knowledge of course material,
    - relevancy of course to major,
    - overall quality of instruction, and
    - location of course offerings.

The material that follows provides baseline data for on-going examination of key effectiveness areas such as graduation by gender and ethnicity, licensure and certification examination pass rates, responsiveness to workforce development needs, overall fiscal efficiency, and partnerships with local high schools. Because of difficulty in gathering the data both internally and externally, the majority of the measures provide data for only one year. The exception is the fiscal measures, where five years of data is provided. Also, the graduation rate data, as originally anticipated, is not provided for either the system or its peers.

Key Findings for Connecticut Community Colleges

- Connecticut Community Colleges have a high licensure and certification exam pass rate. For example, 100% of Physical Therapist Assistant students who take the exam pass, while the peer college pass rate is 82%. In Nursing, the colleges have a 92% pass rate; peers report a pass rate of 77%. In Respiratory Care, the colleges have a 96% pass rate, and peers report a 69% pass rate.
- Between 87% and 78% of first-time, full-time students and between 80% and 70% of first-time, part-time students complete at least one credit course per semester. These non-traditional students often hold jobs, have families, or enroll for skills advancement, and some of these students do not complete the semester because of pressing external obligations.
- Career and technical programs account for 67% of all degree awards. Business and Data Processing programs provide the single largest group of career graduates (21%), in direct response to state employment needs. The second largest group of career and technical degrees awarded is in Health-Related programs (19.8%), again reflecting college responsiveness to state workforce needs.
- The colleges enroll and graduate a large number of ethnic minority students. In Fall 1999, minority enrollments represented 25% of the student body, with African Americans and Hispanics representing 22% of the student enrollment. In 1999 minority students earned 23% of all degrees awarded and 22% of the certificates.
- Women represent the majority of students and graduates. In 1999, women received 64% of degrees and certificates, a number proportionate to college enrollments by gender.
- Community college students are older than traditional students: enrollment of students 18 and younger has increased, the colleges continue to serve a highly diverse student population not only in terms of ethnicity and gender, but also in terms of age. In terms of graduates, 50% were 30-54 years old, and 47% were 18-29.

- The colleges have articulation agreements with all of the regional vocational-technical schools and provide pathways from school to college. Tech Prep and School to Career enrollments totaled 4,182 students in 1999-2000 and represented cooperation between school and college faculty in helping to ensure student success. Other innovative projects such as the Norwalk Academy for Information Technology, the Tunxis Middle College High School, and Quinebaug Valley Opportunities for Success program help address local employment needs and eliminate barriers for at-risk students.
- The dollar cost of tuition and mandatory fees at the colleges is generally lower than those of urban peer colleges and higher than rural peer groups. Connecticut's cost to students as a percent of median household income is lower than all peer groups except for small rural colleges, and from 1996 to 1999 the colleges had an 8.6% decline in real price to students, while peer colleges had a 4.7% decline in real price to students.
- Connecticut Community Colleges receive a higher portion of current funds operating budget from state support than do peers; however, peer institutions receive local support, which greatly increases publicly funded support at many of the peer colleges. Large urban peer colleges receive the lowest state support
- About 10% of all current fund resources are expended on direct grant aid to students. Of total grant aid provided to Connecticut Community College students about 50% comes from federal aid, and the other 50% from state, private, local and institutional aid.
- Among peer colleges, scholarship aid expenditures account for about 12% of total current fund expenditures, and federal aid expenditures constitute a much higher percentage of total grant aid, ranging from 70% to 80%, with 100% of grant aid reported from federal sources in some cases.
- In Fall 2000 the colleges enrolled almost 1,000 students in on-line or distance delivery courses. The colleges now have Computer Information Systems and General Studies degree programs on-line and have secured funding for development of Instructional Technology and Criminal Justice degree programs, as well as funds for development of several workforce-related non-credit programs, including Corrections, Fiber Optics and Manufacturing Leadership. The system has taken the lead in articulation of on-line associate's degrees to give students a smooth transition to the baccalaureate.
- A leader in the delivery of workforce training programs, the colleges served more than 300 companies in the past year. Of a total of 19,599 non-credit registrations in Fall 2000 as of October 19, workforce training represented 11,953 or 61% of total activity in just half of one semester. Total activity for the year will be significantly higher. In comparison with peer colleges, the colleges play a far larger role in meeting state workforce needs than do the peer institutions.

Peer Institutions by Community College Group

Asnuntuck (AS), Northwestern (NW), Quinebaug Valley (QV) Community Colleges

Small Rural Peer Institution	State
Tri-County Community College	NC
Ivy Tech State College, Kokomo	IN
Neosho County Community College	KS
Blue Ridge Community College	NC
Northwest State Community College	OH
Maysville Community College	KY

Middlesex (MX), Three Rivers (TR), Tunxis (TX) Community Colleges

Medium Rural Peer Institution	State
Edison State Community College	OH
Allen County Community College	KS
Hagerstown Junior College	MD
Bay de Noc Community College	MI
Rogue Community College	OR
College of Albemarle	NC

Manchester (MA), Naugatuck Valley (NV), Norwalk (NK) Community Colleges

Large Urban Peer Institution	State
Kansas City Kansas CC	KS
Raritan Valley Community College	NJ
Butler County Community College	PA
Holyoke Community College	MA
Frederick Community College	MD
Prairie State College	IL
Delaware Tech. & CC, Stanton/ Wilmington	DE

Capital (CA), Gateway (GW), Housatonic (HO) Community Colleges

Medium Urban Peer Institution	State
Bishop Community College	AL
Montgomery CC, Takoma Park	MD
Ivy Tech State College, Northwest	IN
Cumberland County College	NJ
Bunker Hill Community College	MA
Delaware Tech. & CC, Stanton/ Wilmington	DE

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PASS RATES ON LICENSURE AND CERTIFICATION EXAMS

Performance Indicator

Number of 1999 graduates who received passing scores on licensure and certification exams divided by number of 1999 graduates who sat for those exams.

How do students perform on licensure and certification exams?

Baseline Data Analysis

A number of certificate and degree programs offered by the Connecticut Community Colleges require that students pass state or national licensure examinations in order to practice in the field. Nursing students, for example, must secure a passing score on the NCLEX exam, while Respiratory Care students must pass the examination given by NBRC.

Overall, Connecticut graduates have secured impressive pass rates on licensure or certification examinations. The following table includes all programs in the system that require licensure or certification; it also reflects peer data for parallel peer programs.

As a means to improving their success, some students opt to work for a period of time in a related support field, thereby gaining valuable experience before they sit for the licensure examination. Therefore, over time, the pass rates will continue to climb as graduates who have not yet sat for the examinations do so.

CT Community College Program	# Colleges	Pass Rates	Peer College Program	#,Peer Colleges	Peer Pass Rates
Dental Hygiene	1 college	100%			
Nursing	3 colleges	92%	AS Nursing	1 college	77%
			Associate Degree Nursing	1 college	95%
			Practical Nurse	1 college	96%
Medical Laboratory Technician	2 colleges	92%			
Physical Therapist Assistant	1 college	100%	Physical Therapist Assistant	1 college	82%
Occupational Therapy Assistant	1 college	100%			
Respiratory Care	3 colleges	96%	Respiratory Care	1 college	[illegible]
Surgical Technology	1 college	n/a	Surgical Technology	1 college	[illegible]
Medical Assisting	3 colleges	98%	Medical Assistant	1 college	[illegible]
EMT—Paramedic	3 colleges	95%	Paramedic Science	1 college	[illegible]
Radiologic Technology	2 colleges	86%			
Radiologic [illegible]	1 college	100%			
Radiation Therapy	1 college	75%			
Nuclear Medicine	1 college	100%			

Source: reported by examining boards or student self-reported
Note: n/a = data not currently available

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CREDIT SEMESTER RETENTION RATES

Performance Indicator

First-time, full-time and first-time part-time students who completed at least one course with a grade of A,B,C,D or Pass or Audit in the Fall 1999 semester.

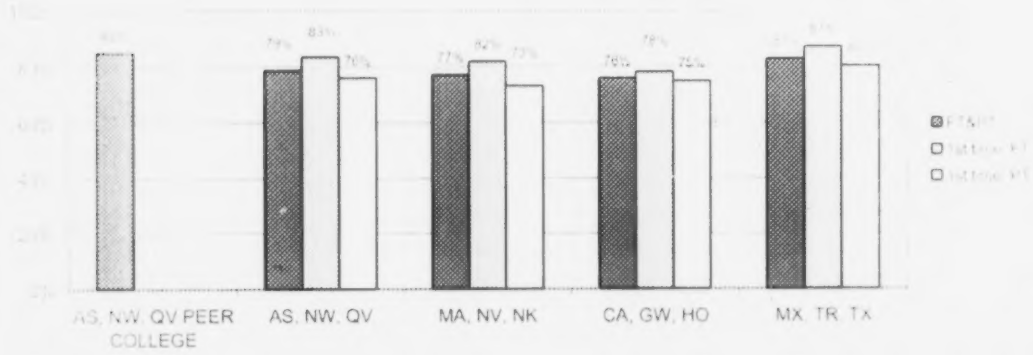
Do students remain through the end of the semester?

Baseline Data Analysis

Retention rates for community college students are typically lower than for other units of higher education, primarily because many community college students, who are older than the traditional college student, are employed, have families, and cannot pursue their studies full-time. Of the total credit enrollment of 40,065 in 1999-2000 74.1% attended part-time. A large number of part-time students hold jobs, often full-time, while furthering their education. Students commute to classes and have personal and family obligations that compete for time. Also, many part-time students enroll at a college to learn specific skills that will enable them to advance their careers; enhance language, mathematics, computer, or other skills; or as part of a lifelong enrichment process.

System-wide, Fall 1999 retention rates range from 87% to 78% for first-time, full-time students and from 80% to 73% for first-time, part-time students. Retention rates are lower for urban students, as reflected below. Capital (Hartford), Gateway (New Haven), and Housatonic (Bridgeport) have lower full-time student retention rates than do the other colleges in the system. One peer institution for the Asnuntuck, Northwestern, and Quinebaug Valley group reported an 85% course completion rate for Fall 2000 but did not report for full-time or part-time.

First-Time Student Semester Retention, Fall 1999



Source: Banner Data Extracts

GRADUATES BY CREDIT PROGRAM

Performance Indicator

Do students persist to graduation?

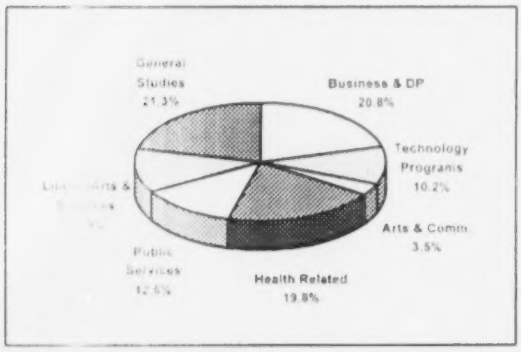
Headcount of graduates by credit program.

Baseline Data Analysis

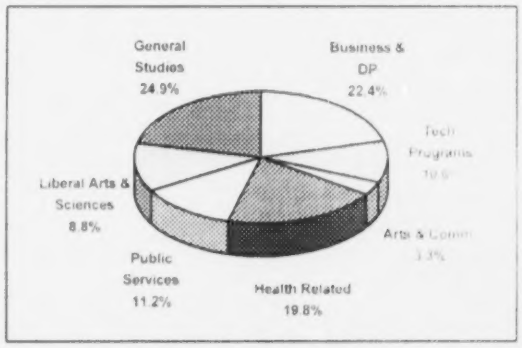
The Connecticut Community Colleges awarded 3,603 associate degrees and 684 certificates in the 1999, and 3,271 degrees and 645 certificates in 2000. Such fluctuations in numbers of graduates are typical. Technical and career programs accounted for 66% of all degrees awarded in both years; the remaining 34% were in Liberal Arts and Sciences and general preparation programs. Business and Data Processing programs continued to provide the single largest group of associate degree graduates, an increase from 20.8% in 1999 to 22.4% in 2000.

Overall, the award of technology degrees showed a slight increase from 1999 to 2000. Of special note are the increasing numbers of graduates in the College of Technology, a transfer pathway program created by legislation at the time of merger. The program had 41 graduates in 1999 and 57 graduates in 2000 for an increase of 39 percent or 16 graduates.

FALL 1999, DEGREES BY PROGRAM



FALL 2000, DEGREES BY PROGRAM



Fall 1999 DEGREES & CERTIFICATES AWARDED	AS, NW, QV	CA, GW, HO	MA, NV, NK	MX, TR, TX	TOTAL
Business & DP	193	170	355	256	974
Health Related	87	337	319	165	908
General Studies	80	171	244	275	770
Technology Programs	27	143	186	132	488
Liberal Arts & Sciences	51	69	234	78	432
Public Services	11	41	181	88	550
Arts & Communications	45	20	62	38	165
TOTAL	505	1,029	1,691	1,032	

Source: 1999 IPEDS Data

GRADUATES OF CREDIT PROGRAMS BY ETHNIC GROUP

Performance Indicator

Headcount of credit program graduates by ethnic group.

Are the Community Colleges serving a diverse student population?

Baseline Data Analysis

The Connecticut Community Colleges serve the largest minority student population of all units of public higher education in the state. Among the community college graduates system-wide in the 1998-99 academic year, minority students earned 23.2% of the degrees and 22.4% of the certificates. As one might expect, minority students are typically clustered in the urban areas. Thus, Capital Community College in Hartford, Housatonic Community College in Bridgeport, and Gateway Community College in New Haven have higher concentrations of minority enrollments than do the other colleges in the system.

Career programs of particular interest to minority students include a range of Business and Data Processing professions; Health Professions, including Nursing, Early Childhood Education; and Public Services, which includes Police and Fire Management programs.

Asnuntuck Northwestern Quinebaug Valley	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	2	0%	2	0%	2	0%	187	37%	192
Health Related	0	0%	1	0%	0	0%	86	17%	87
Arts & Communications	1	0%	3	1%	1	0%	40	8%	45
Technology Programs	0	0%	0	0%	2	0%	25	5%	27
Public Services	0	0%	0	0%	0	0%	22	4%	22
General Studies	2	0%	2	0%	3	1%	73	14%	80
Liberal Arts & Sciences	2	0%	0	0%	1	0%	48	10%	51
Total Graduates by Ethnicity	**7**	**1%**	**8**	**2%**	**9**	**2%**	**481**	**95%**	**505**
Small Rural Peer Colleges		**3%**		**1%**		**1%**		**95%**	

Source: 1999 IPEDS Data

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GRADUATES OF CREDIT PROGRAMS BY ETHNIC GROUP

Capital Gateway Housatonic	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	32	3%	23	2%	39	4%	76	7%	170
Health Related	72	7%	36	3%	42	4%	187	18%	337
Arts & Communications	0	0%	2	0%	1	0%	17	[illegible]	[illegible]
Technology Programs	16	2%	10	1%	23	2%	99	10%	143
Public Services	25	2%	24	2%	15	1%	52	5%	119
General Studies	40	4%	22	2%	14	1%	95	9%	171
Liberal Arts & Sciences	25	2%	8	1%	19	2%	17	2%	69
Total Graduates by Ethnicity	**210**	**20%**	**125**	**12%**	**153**	**15%**	**543**	**53%**	1,029
Medium Urban Peer Colleges		**23%**		**9%**		**5%**		**56%**	

Manchester Naugatuck Valley Norwalk	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	44	3%	21	1%	30	2%	260	15%	355
Health Related	34	2%	13	1%	6	0%	[illegible]	16	[illegible]
Arts & Communications	6	0%	2	0%	1	0%	53	3%	[illegible]
Technology Programs	11	1%	14	1%	19	1%	142	8%	186
Public Services	19	1%	24	1%	22	1%	229	13%	297
General Studies	12	1%	9	1%	12	1%	211	12%	244
Liberal Arts & Sciences	19	1%	11	1%	15	1%	189	11%	234
Total Graduates by Ethnicity	**145**	**9%**	**94**	**6%**	**105**	**6%**	**1,347**	**80%**	1,691
Large Urban Peer Colleges		**11%**		**4%**		**7%**		**77%**	

Middlesex Three Rivers Tunxis	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	8	1%	7	1%	11	1%	230	22%	256
Health Related	9	1%	2	0%	8	1%	146	14%	165
Arts & Communications	2	0%	0	0%	0	0%	36	3%	38
Technology Programs	5	0%	8	1%	5	0%	114	11%	[illegible]
Public Services	5	0%	8	1%	4	0%	101	[illegible]	118
General Studies	13	1%	6	1%	22	2%	234	[illegible]	[illegible]
Liberal Arts & Sciences	8	1%	0	0%	5	0%	65	6%	[illegible]
Total Graduates by Ethnicity	**50**	**5%**	**31**	**3%**	**55**	**5%**	**926**	**87%**	1,062
Medium Rural Peer Colleges		**6%**		**1%**		**2%**		91%	

Source: 1999 IPEDS Data

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GRADUATES OF CREDIT PROGRAMS BY AGE GROUP

Performance Indicator

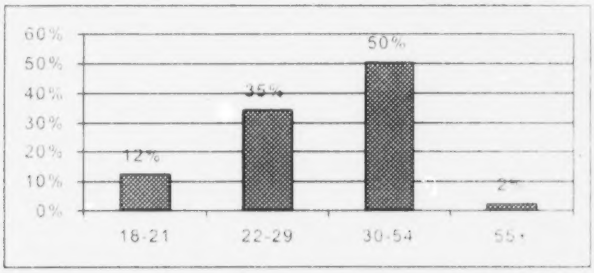
Credit program graduates by age group.

Are the Community Colleges serving students of all ages?

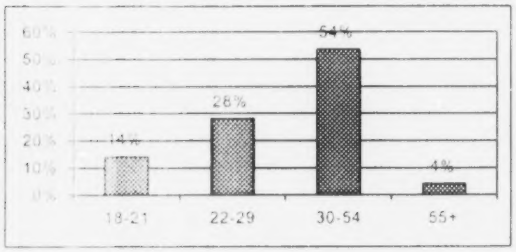
Baseline Data Analysis

The Connecticut Community Colleges serve a student population diverse not only in terms of ethnicity but also in terms of age. While the traditional college student is a recent high school graduate, community colleges serve an older student population. About 50% of the total community college student body is between 30 and 54, and 75% of the students are between the ages of 22 and 54. These older adults include many individuals returning to education after being in the workforce. They typically seek to upgrade work skills or to retrain for entry into a new profession.

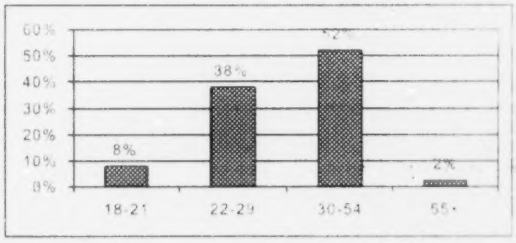
CT Community Colleges—1999 Graduates by Age



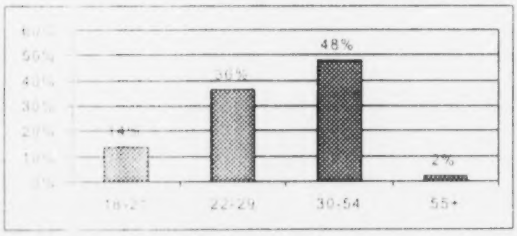
AS, NW, QV— 1999 Graduates by Age



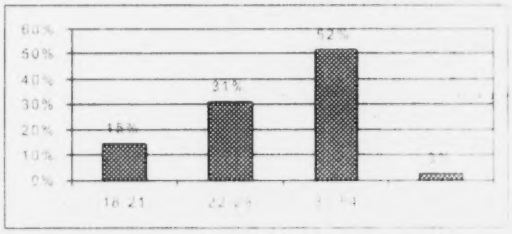
CA, GW, HO— 1999 Graduates by Age



MA, NV, NK— 1999 Graduates by Age



MX, TR, TX— 1999 Graduates by Age



CREDIT PROGRAM GRADUATES BY GENDER

Performance Indicator

Headcount of credit program graduates by gender.

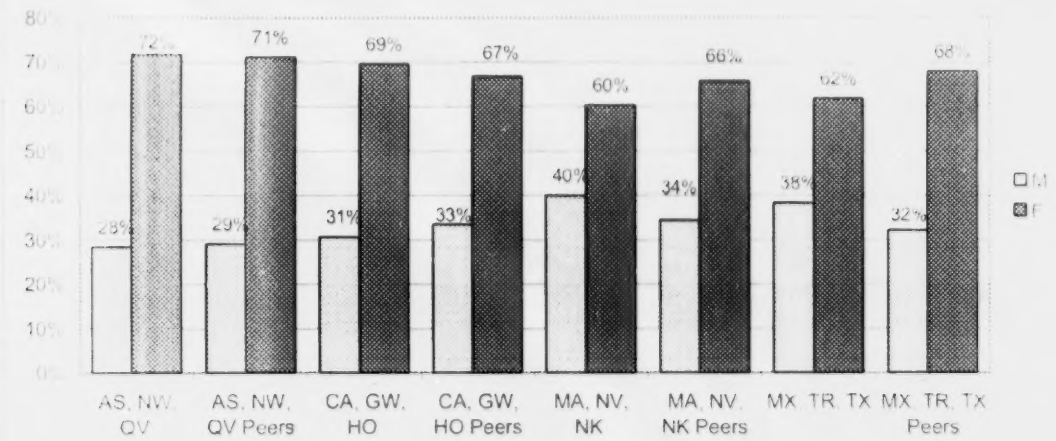
Are the Community Colleges serving both male and female students?

Baseline Data Analysis

Of the associate degrees awarded by the community colleges in the 1998-99 academic year, women received 64% and men 36%. Of the certificates awarded in the 1998-99 year, women received 64% and men 36%. These figures were proportional to system enrollments by gender. They differed, however, by college groups. Asnuntuck, Northwestern, and Quinebaug Valley had the smallest percentage of male graduates, at 28%. These figures match their peer institutions' graduation rates by gender, as the peer group had 29% male graduates. Manchester, Naugatuck Valley, and Norwalk, on the other hand, had the highest percentage of male graduates, with 40%. Large urban peer colleges also had the highest percentage of male graduates among the peer groups, with 34%.

1999 DEGREES & CERTIFICATES BY GENDER	AS, NW, QV		CA, GW, HO		MA, NV, NK		MX, TR, TX		TOTAL	
	M	F	M	F	M	F	M	F	M	F
Business & DP	42	151	51	119	142	213	66	191	[illegible]	674
Health Related	9	78	43	294	59	260	26	139	137	771
Arts & Comm	19	26	4	16	28	42	17	21	68	105
Technology	20	7	122	21	149	37	108	24	399	89
Public Services	6	16	18	101	128	129	68	50	228	296
General Studies	32	48	46	125	101	213	100	175	279	561
Lib Arts & Science	15	36	30	39	80	154	22	56	147	285
All Programs	**28%**	**72%**	**31%**	**69%**	**40%**	**60%**	**38%**	**62%**	**36%**	**64%**

1999 Credit Program Graduates by Gender



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HIGH SCHOOL ARTICULATION

Performance Indicator

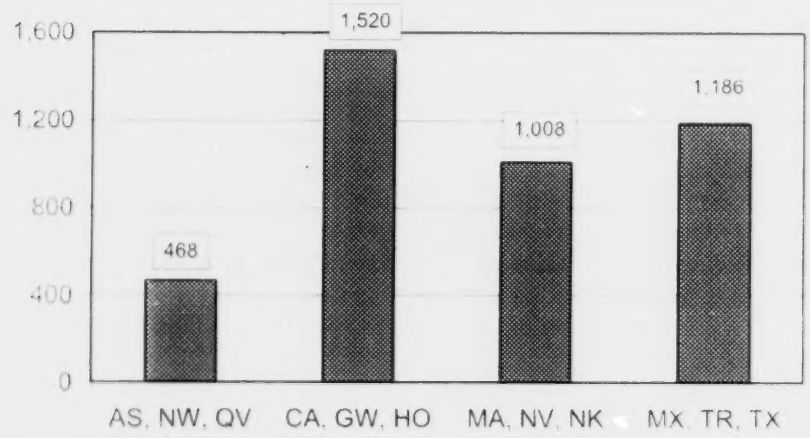
Tech Prep, high school partnership and other articulation agreements.

How are Community Colleges linking programs with high schools for student continuity?

Baseline Data Analysis

The Connecticut Community Colleges have articulation agreements with all of the vocational-technical high schools in the state and with many of the regional comprehensive high schools. In the 1999-2000 year, Tech Prep activities involved a total of 4,182 students, 613 of them in vocational-technical high schools. Estimates for the 2000-2001 year show a continued increase in Tech Prep/ School to Career enrollments, with an addition of approximately 500 students.

Tech Prep/School to Career Enrollments, 1999-2000



Source: CT Community Colleges Tech Prep Directors

INNOVATIVE PROJECTS WITH K-12

Performance Indicator

Innovative projects with K-12.

What are Community Colleges doing to foster high school student learning?

Baseline Data Analysis

For 1999-2000, the colleges engaged in a variety of innovative projects that enhanced working relationships with high schools and transitions for students from school to college.

- **Access to Opportunity**

Pilot programs in Fall 2000 expanded the opportunity for high school students to make college a reality. Academic and career counseling, cooperative work-study, and college preparation programs build confidence, skills, and connections to the college community, thereby improving retention and academic success.

The Norwalk **Community College** Academy for Information Technology serves 225 students and 500 adults in the Stamford area in a public-private venture focused on the need for information technology workers. College, high school, and corporate partners developed the Academy at the Rippowam Center, opening a 60-unit Computer Lab available days and evenings all week, with 10 wireless classrooms, a summer program, internships, and articulation agreements with other colleges.

Tunxis Community College opened the doors of its Middle College High School for at-risk students from five local high schools. Sixty students involved in the magnet school participate in community service, job shadowing, and college classes on the Tunxis campus.

Quinebaug Valley Community College instituted its Opportunities for Success program to eliminate barriers to college attendance and persistence for at-risk students. A summer bridge program, first-year experience and communications courses, as well as part-time work on campus or in the local area encourage persistence in college and develop communication, problem solving, and work skills.

- **In-service or pre-service training in effective teaching practices**—College and school faculty engaged in 264 in-service or pre-service training opportunities to enhance effective teaching, 71 of them designed to enhance effective teaching in medical careers.
- **Techniques to improve community involvement**—Faculty shared 164 professional development opportunities to improve community involvement including 48 opportunities in business and accounting.
- **Training currency with all aspects of the industry**—College and high school faculty had a total of 329 professional development opportunities. These included 110 training opportunities in computers and data processing, 83 in medical careers and 54 in business and accounting.
- **Educator externships**—Faculty engaged in 8 externships, 5 of them in medical careers.

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REAL PRICE TO STUDENTS

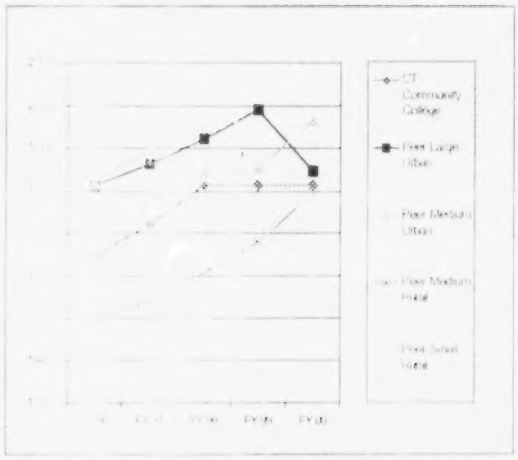
Performance Indicator

Tuition and mandatory fees as percent of median household income.

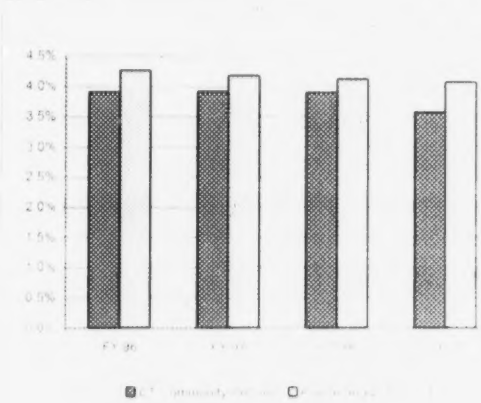
How much do students pay for courses at the Community Colleges?

Baseline Data Analysis

Tuition & Fees by Comparison Group



Percent of Median Household Income



The dollar cost of tuition and mandatory fees at the Connecticut Community Colleges is set at a common statewide level by the Board of Trustees. These rates are generally lower than those of our urban peer institutions, and higher than the rural peer groups. Connecticut's cost to students as a percent of median household income, which decreased to 3.6% in FY99 as a result of a freeze in tuition rates, is lower than all peer groups except for the small rural institutions. While median household income may not be the best measure of affordability for Connecticut community college students due to our state's large numbers of wealthy households, the generally lower percentages are at least encouraging. Overall, resident tuition and fees increased at an annual average of 3.4% per year from FY 96 through FY 99, while median household income was growing at an average 6.9%.

	FY 95	FY 96	FY 97	FY 98	FY 99	FY96-99 % Change
CT Tuition and Fees	1,520	1,646	1,722	1,814	1,814	10.2%
CT MHI	40,243	42,119	43,985	46,508	50,798	[illegible]
CT Percent	**3.8%**	**3.9%**	**3.9%**	**3.9%**	**3.6%**	**-8.6%**
Peer Average Tuition	N/A	1,626	1,679	1,717	1,768	[illegible]
Peer Average MHI	35,848	38,090	40,247	41,657	43,256	[illegible]
Peer Average Percent	**N/A**	**4.3%**	**4.2%**	**4.1%**	**4.1%**	**-4.7%**

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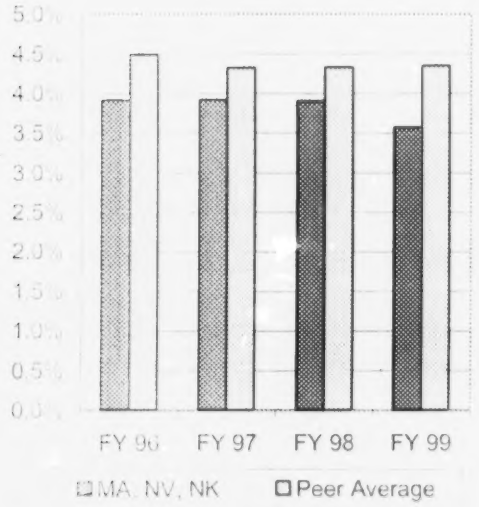
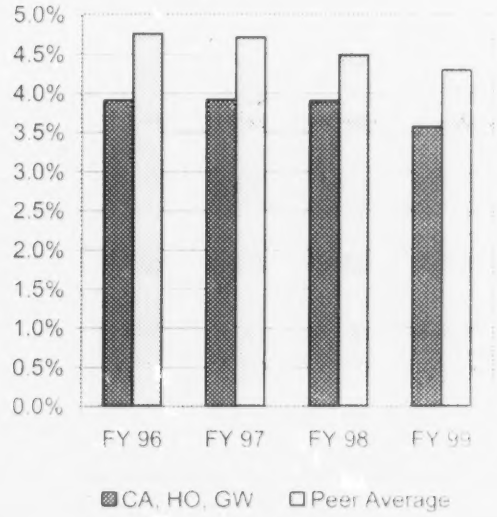
REAL PRICE TO STUDENTS

Tuition and Fees as a Percent of Median Household Income

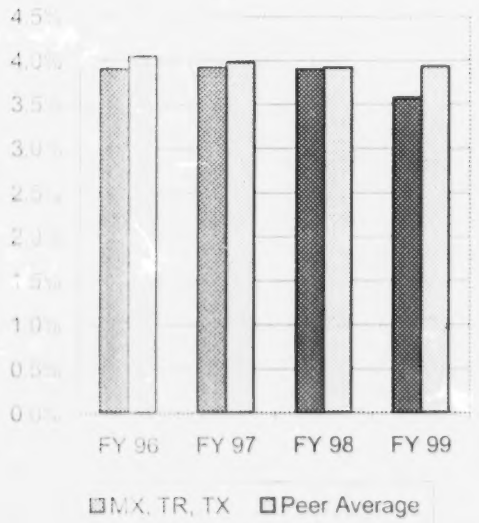
Large Urban



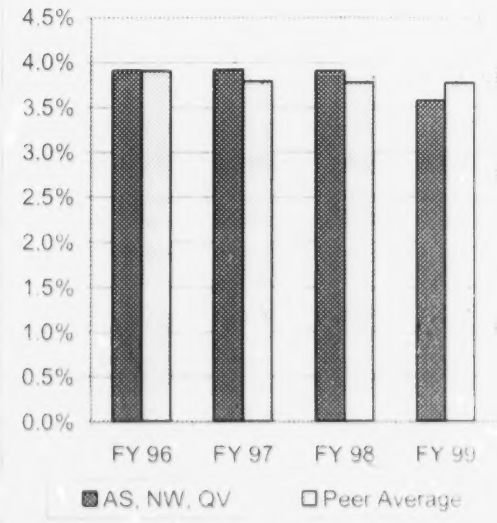
Medium Urban



Medium Rural



Small Rural



OPERATING EXPENDITURES

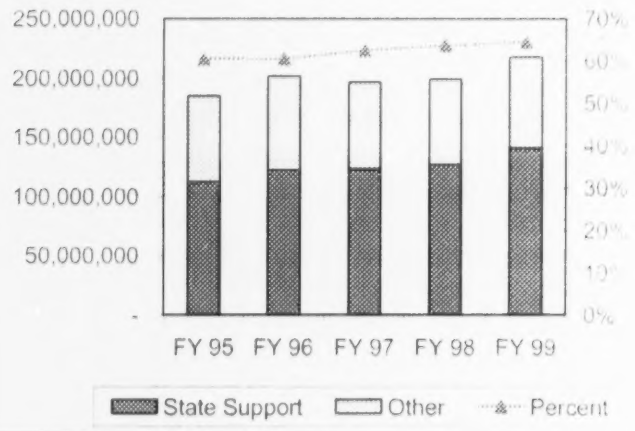
Performance Indicator

General fund expenditures including fringe, and operating fund expenditures, respectively, as percentage of total current fund expenditures.

Are Connecticut Community Colleges affordable?

Baseline Data Analysis

Connecticut Community Colleges receive almost two thirds of their current funds operating budget from State support, which includes both unrestricted state appropriations (block grant plus tuition freeze, where applicable) and restricted state gifts, grants and scholarships. During the past four years, the percent of expenditures supported by State resources has grown, from 61% to 65%. Total state support in dollars has increased by 25%, from $112.2 million (FY 95) to $140.7 million (FY 99).

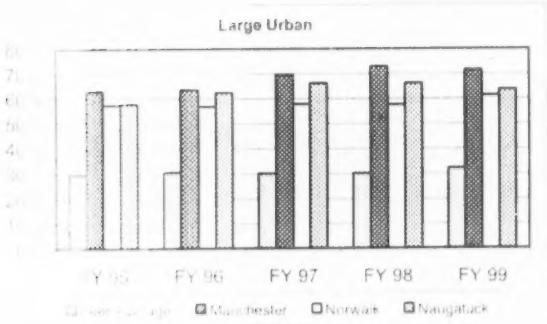


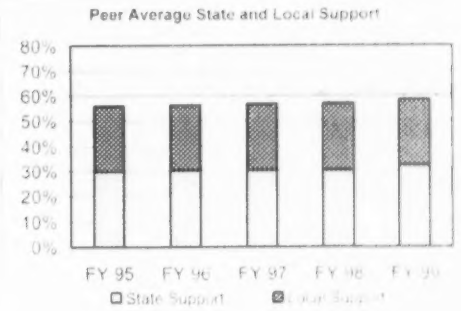
	State Support (millions)	Other Support	Total Current Funds	Percent, State
FY 1995	$112.2	$72.8	$185.0	61%
FY 1996	$122.1	$79.7	$201.8	61%
FY 1997	$123.1	$73.4	$196.5	63%
FY 1998	$126.9	$72.0	$198.9	64%
FY 1999	$140.7	$77.1	$217.9	65%

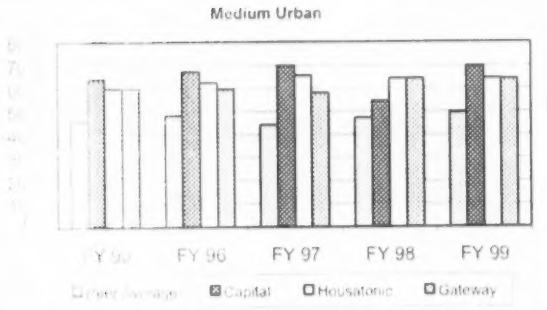
Peer institutions appear to receive a significantly lower portion of their current funds operating budget from State support, with ratios averaging from only 30% to 49%. This difference is the largest in the "large urban" peer group, which receives the lowest State support. These differences reflect the fact that states operate under different funding models, with many peer institutions receiving both State and Local taxpayer support. When Local support is included, total publicly funded support ratios average from 49% to 70% at peer institutions.

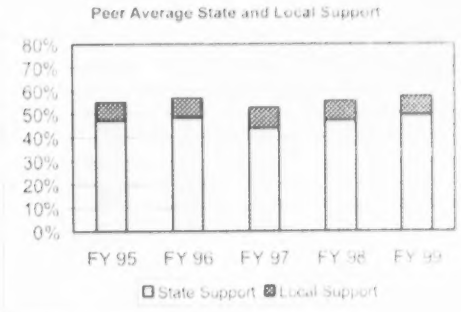
OPERATING EXPENDITURES

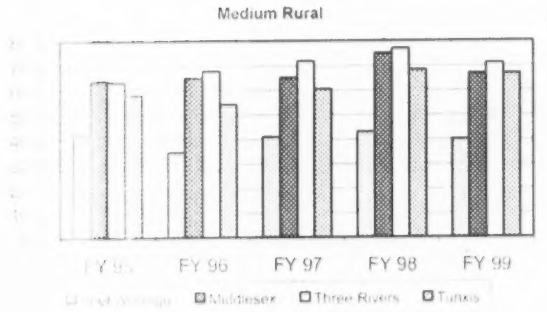
Percent from State Support

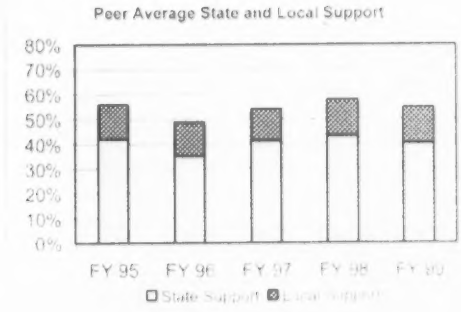


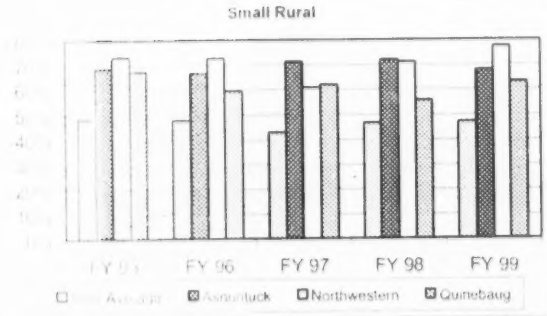


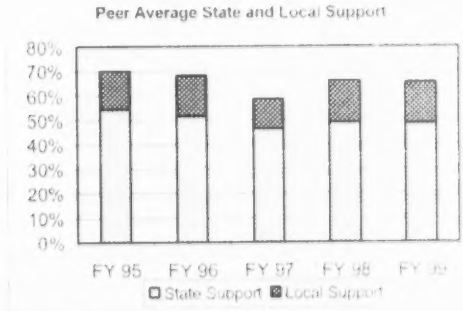












FINANCIAL AID

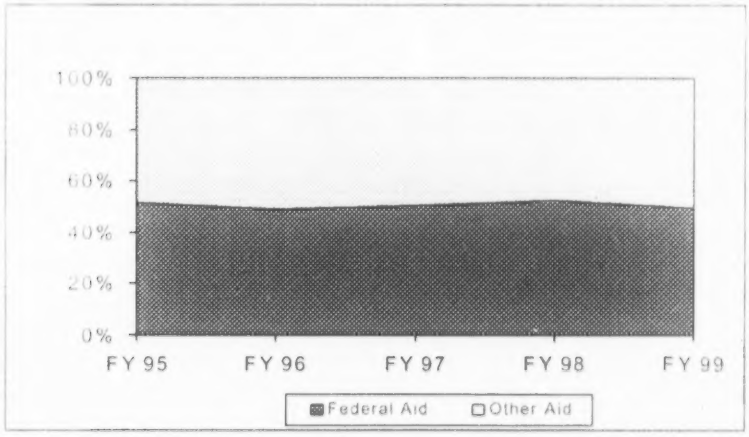
Performance Indicator

Percentage of total financial aid expenditures supported by federal financial aid programs.

How much financial aid is available to extend access and affordability at Community Colleges?

Baseline Data Analysis

Percent of Financial Aid Grants from Federal Support



(millions)	Federal Aid	Other Aid	Total Scholarship Aid
FY 1995	$10.3	$9.8	$20.1
FY 1996	$10.1	$10.5	$20.6
FY 1997	$8.2	$8.1	$16.3
FY 1998	$10.0	$9.2	$19.2
FY 1999	$10.6	$10.9	$21.5

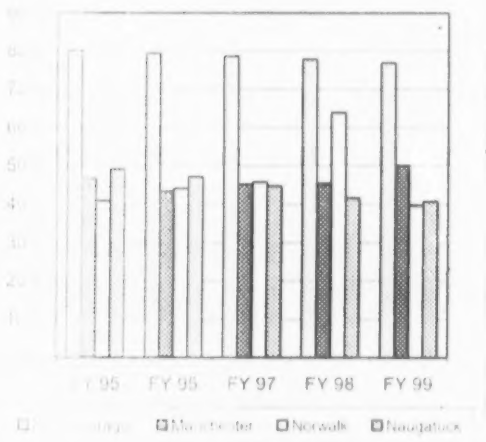
About 10% of all community college current fund resources are expended on direct grant aid to students. Of the total grant aid provided, about half, or 50%, comes from federal aid, primarily the Pell grant program. The other 50% comes from state, private, local and institutional aid, including both scholarship aid grants and the tuition set-aside program. (Not included are financial aid work-study and loan programs, which are not accounted for as scholarship aid expenditures based on national accounting standards). At peer institutions, scholarship aid expenditures account for about 12% of total current fund expenditures on average, and federal aid expenditures constitute a much higher percentage of total grant aid, ranging from 70% to 80%, with 100% of grant aid reported from federal sources in some cases.

FINANCIAL AID
Percent from Federal Support

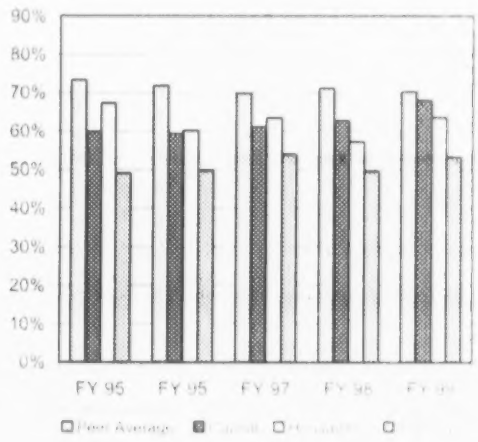
The difference in federal share primarily reflects the fact that Connecticut provides a significant amount of its student grant aid directly from institutional dollars generated from tuition paid by other students.

While Connecticut provides a higher level of Institutional support than most states, the amount of actual dollars awarded to a student, and the portion of the student's cost-of-attendance covered by financial aid, is not indicated by this measure, and may or may not be comparable to peer institutions. Additional information regarding financial aid enrollments is needed to fully understand the implication of these statistics.

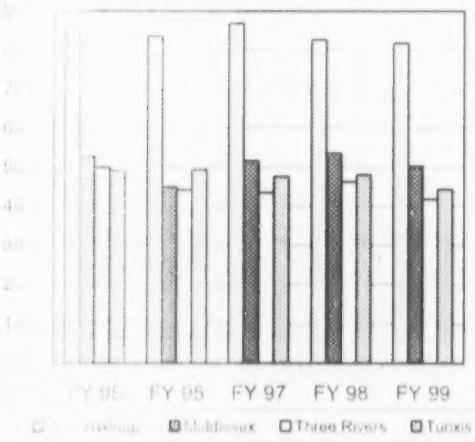
Large Urban



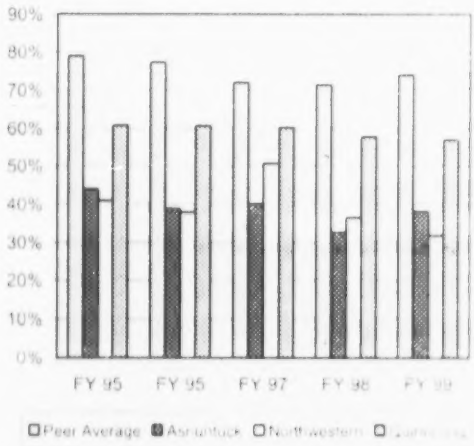
Medium Urban



Medium Rural



Small Rural



DISTANCE EDUCATION OPPORTUNITIES

Performance Indicator

Distance education opportunities.

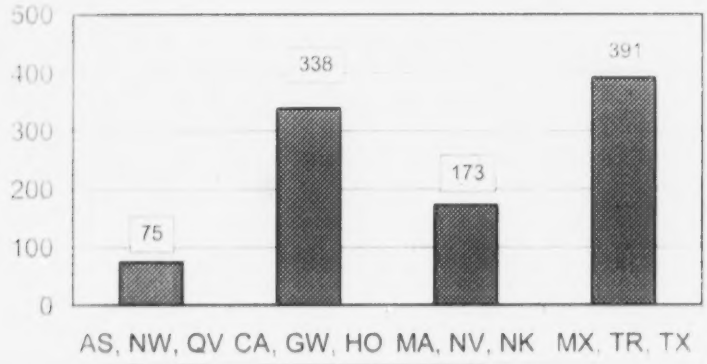
What are the Community Colleges doing to extend access?

Baseline Data Analysis

In the interest of increasing access, the community colleges have taken a statewide lead in developing on-line courses and programs. The Community-Technical College System helped initiate the CT Distance Learning Consortium, now an organization of 34 institutions, both public and private, that offer on-line courses and programs. In addition, the colleges have developed compressed video courses as a means to maximize enrollments. The twelve colleges in Fall 2000 offered a total of 63 on-line courses with a total enrollment of 977 students, more than any other unit of public higher education in the state.

The community colleges have secured course development funds from the CT Distance Learning Consortium. In addition, the colleges have initiated Computer Information Systems and General Studies associate degree programs on-line and have secured funding for development of Criminal Justice and Instructional Technology degree programs. The colleges have also received workforce development funding from the Consortium and the Office of Workforce Competitiveness for non-credit programs in Corrections, Fiber Optics, and Management Leadership.

Fall 2000 Enrollments in Distance Education Courses



Source: CT Distance Learning Consortium Data

FALL ENROLLMENT BY ETHNIC GROUP

Performance Indicator

Fall enrollment by ethnic group.

How many diverse students have access to Community Colleges?

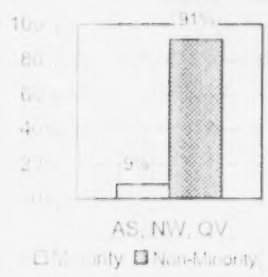
Baseline Data Analysis

In Fall 1999 the twelve Connecticut Community Colleges enrolled 40,065 (19,656 full-time equivalent students). Minority enrollments represented 25.3% (10,148) of the student body in Fall 1999, with African Americans and Hispanics representing 21.9% (8,786) of the student enrollment.

As the charts below reveal, the minority student enrollments tend to concentrate in urban centers. Thus, Capital (Hartford), Gateway (New Haven), and Housatonic (Bridgeport) have the highest minority enrollments in the system, followed by Manchester, Naugatuck Valley, and Norwalk Community Colleges, also located in or very near major urban centers in the state.

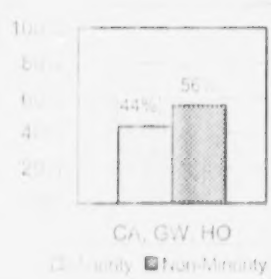
Credit Enrollments by Ethnicity, Fall 1999

Asnuntuck, Northwestern & Quinebaug Valley Community Colleges



Percent	Black Hispanic	Hispanic	Asian	Native American	Race Ethnicity Unknown	Non-Resident Alien	White Non-Hispanic
Asnuntuck	7.0%	2.0%	2.2%	.3%	1.6%	.3%	86.9%
Northwestern	1.8%	1.5%	.9%	.4%	4.5%	.4%	90.9%
Quinebuag Valley	1.7%	5.9%	1.1%	.9%	2.7%	.5%	87.1%
Total	**3.7%**	**2.9%**	**1.4%**	**.5%**	**3.0%**	**.4%**	**88.1%**

Capital, Gateway & Housatonic Community Colleges



Percent	Black Hispanic	Hispanic	Asian	Native American	Race Ethnicity Unknown	Non-Resident Alien	White Non-Hispanic
Capital	35.0%	19.9%	4.7%	.2%	8.0%	.6%	31.5%
Gateway	17.5%	10.5%	3.2%	.2%	5.9%	.7%	62.0%
Housatonic	23.4%	19.6%	3.1%	.4%	4.8%	.8%	48.0%
Total	**24.1%**	**16.2%**	**3.5%**	**.3%**	**6.1%**	**.7%**	**49.2%**

Source: Fall 1999 IPEDS data

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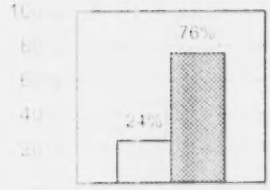
FALL ENROLLMENT BY ETHNIC GROUP

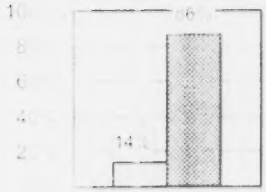
Credit Enrollments by Ethnicity, Fall 1999

Manchester, Naugatuck Valley & Norwalk Community Colleges



Percent	Black Hispanic	Hispanic	Asian	Native American	Race Ethnicity Unknown	Non-Resident Alien	White Non-Hispanic
Manchester	9.4%	7.6%	3.8%	4%	4.9%	[illegible]	[illegible]
Naugatuck Valley	6.6%	7.4%	1.9%	3%	10.1%	2	[illegible]
Norwalk	16.1%	14.4%	4.5%	2%	4.8%	2.5%	57.5%
Total	**10.8%**	**9.8%**	**3.4%**	**.3%**	**6.5%**	**1.2%**	**67.9%**

Middlesex, Three Rivers & Tunxis Community Colleges



Percent	Black Hispanic	Hispanic	Asian	Native American	Race Ethnicity Unknown	Non-Resident Alien	White Non-Hispanic
Middlesex	5.9%	6.0%	2.0%	2%	4.7%	0%	81.1%
Three Rivers	6.4%	4.0%	2.4%	1.4%	6.1%	1%	79.7%
Tunxis	4.4%	5.8%	2.4%	5%	6.5%	4%	71.9%
Total	**5.5%**	**5.2%**	**2.3%**	**8%**	**5.9%**	**2%**	**80.1%**

Source: 1999 IPEDS data

FALL ENROLLMENTS BY AGE GROUP

Performance Indicator

Fall enrollments by age group.

How many students of different age groups have access to Community Colleges?

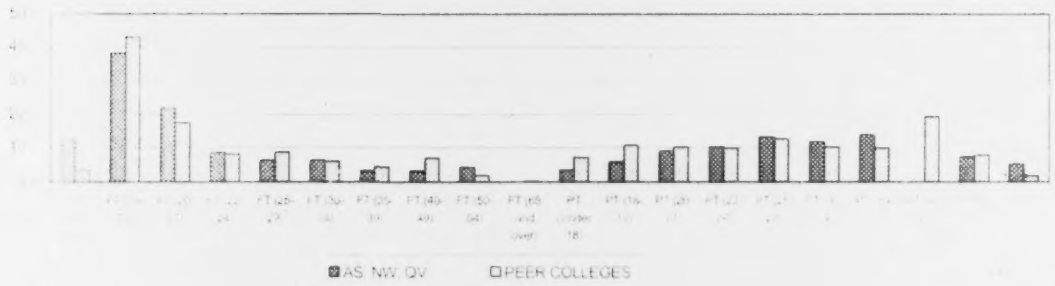
Baseline Data Analysis

In Fall 1999, 74.1% of all credit students attended part-time, and 25.9% full-time. The average age of the student population was 30, and the average for full-time students was 23, while the average for part-time students was 33 years of age. Of all community college students, 26.2% were 20-24, while 41.2% were age 30 or above.

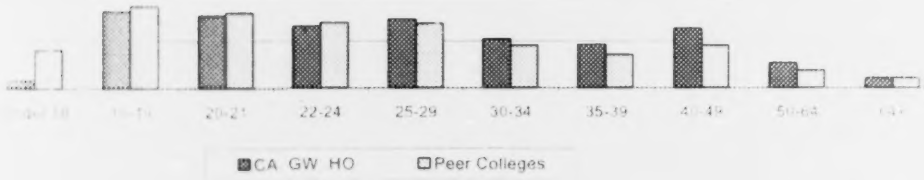
While enrollment patterns were similar for the four groups of colleges, it is interesting to note that there were proportionately more full-time students under age 18 at Asnuntuck, Northwestern, and Quinebaug Valley. The largest part-time group was in the 35-39 age range from those colleges, while, for the remaining colleges, the largest part-time group was in the 25-29 age range. Peer colleges generally mirrored age patterns for the Connecticut Community College students.

Enrollment by Age, Fall 1999

Asnuntuck, Northwestern & Quinebaug Valley Community Colleges



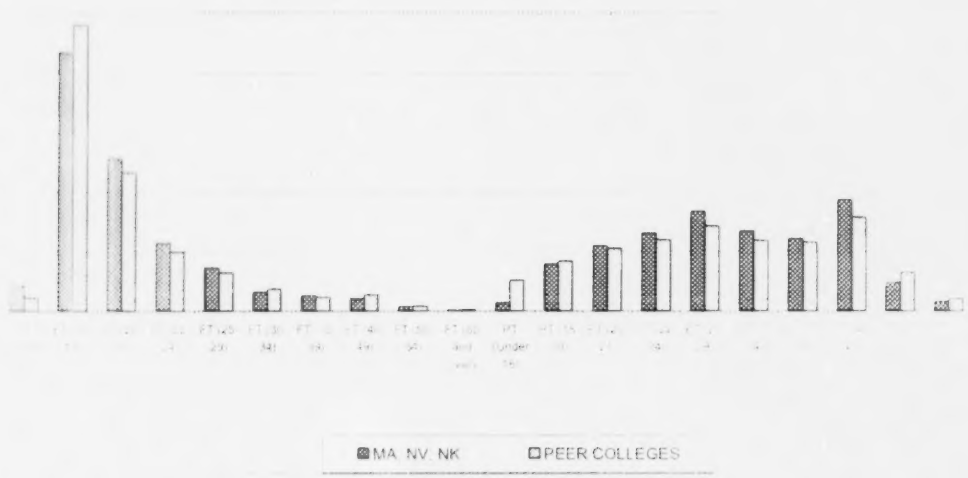
Capital, Gateway & Housatonic Community Colleges



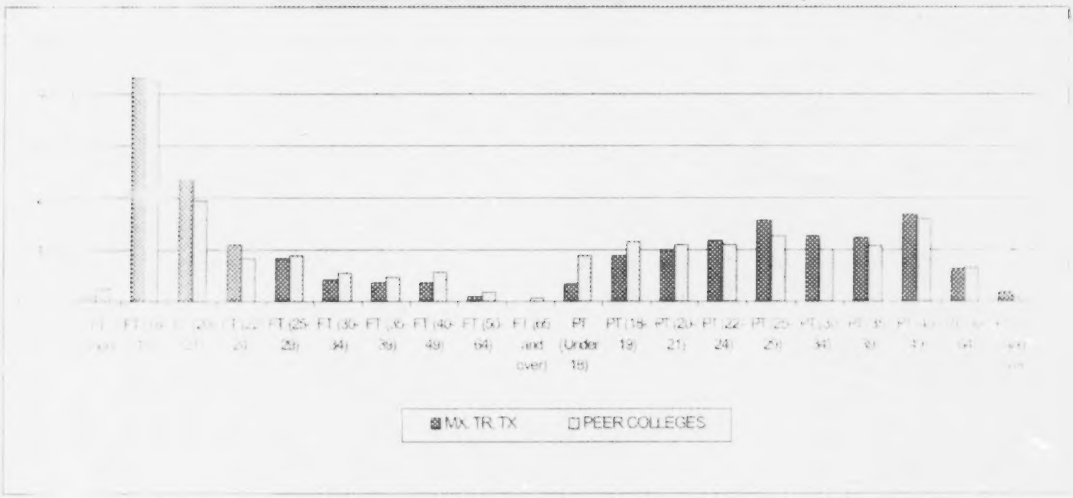
Source: Fall 1999 IPEDS Data

Enrollment by Age, Fall 1999

Manchester, Naugatuck Valley & Norwalk Community Colleges



Middlesex, Three Rivers & Tunxis Community Colleges



Source: Fall 1999 IPEDS Data

FALL ENROLLMENT BY GENDER

Performance Indicator

Fall enrollment by gender.

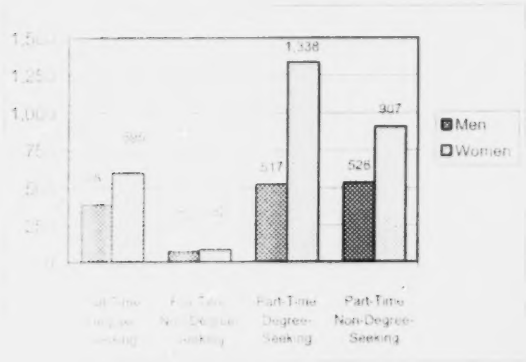
How many male and female students have access to Community Colleges?

Baseline Data Analysis

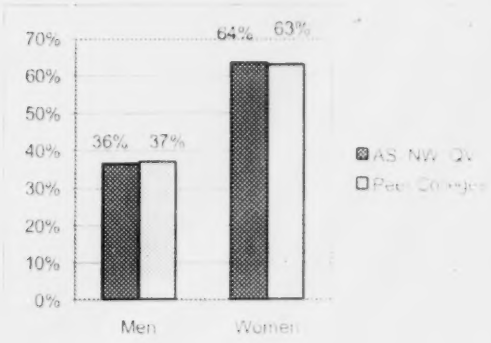
In Fall 1999 the Connecticut Community Colleges enrolled 40,065 students, 60% of them women and 40% of them men. These percentages remained unchanged from Fall 1998 gender distributions. A significant number of students, largely part-time, enroll without the intent to seek a degree. These students may be pursuing a job promotion through the acquisition of specific skills, or they may be individuals returning to education for re-training in a new field.

Asnuntuck, Northwestern & Quinebaug Valley Community Colleges

Enrollment by Gender & Degree Intent, Fall 1999



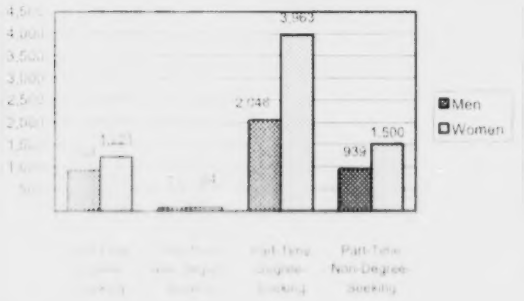
Enrollment by Gender Fall 1999



Source: Fall 1999, IPEDS Data

Capital, Gateway & Housatonic Community Colleges

Enrollment by Gender & Degree Intent, Fall 1999

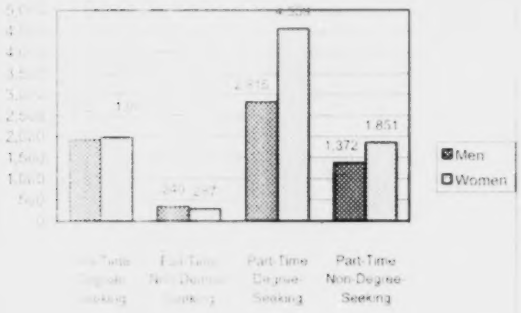


Enrollment by Gender Fall 1999

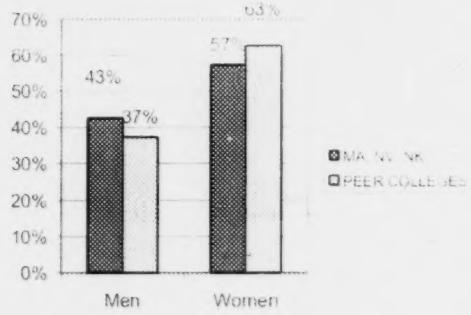
Peer Data not available

Manchester, Naugatuck Valley & Norwalk Community Colleges

Enrollment by Gender & Degree Intent, Fall 1999

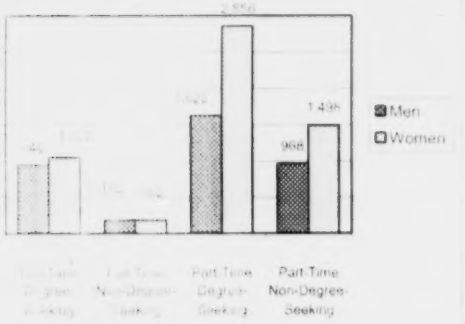


Enrollment by Gender Fall 1999

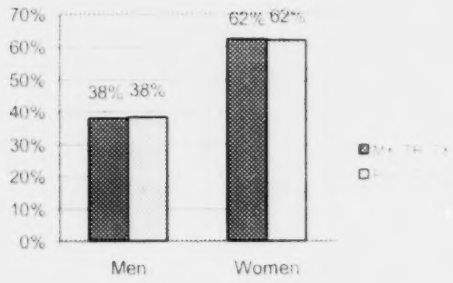


Middlesex, Three Rivers & Tunxis Community Colleges

Enrollment by Gender & Degree Intent, Fall 1999



Enrollment by Gender Fall 1999



Source: IPEDS Data, Fall 1999

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CUSTOMIZED JOB TRAINING

Performance Indicator

Duplicated course registrations in non-credit sections providing contract Customized Job Training to companies.

How many employers use Business & Industry Services offered by the Community Colleges?

Baseline Data Analysis

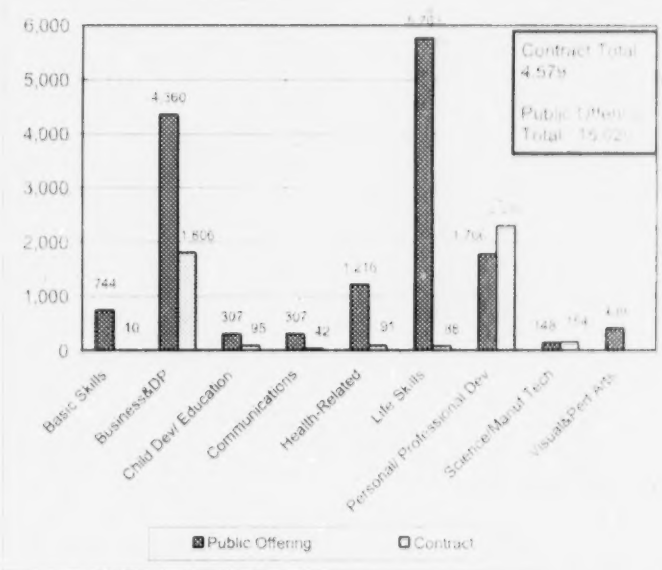
The Connecticut Community Colleges provide customized job training to approximately 300+ companies per year. Of a total of 19,599 non-credit registrations in Fall 2000 as of October 19, 4,579 of those were provided through Customized Job Training contracts. Not surprisingly, most of the contract training provided fell into two categories Business and Data Processing and Personal/ Professional Development, which combined had 4,099 registrations for 90% of the total.

The Business and Industry Services department at each college manages most of the customized job training. The Business and Industry Services Network offices provide a range of educational and training programs to meet the needs of business and industry. Colleges assist with the development and retention of business and industry in Connecticut, provide a supply of workers through training and education to meet current and future job demands, and contribute to Connecticut's economic development by providing an educated workforce.

Services include
- On-site or on-campus training and education
- Business needs assessment, research, & analysis
- Small business development assistance
- Brokering of services for organizations

Subject categories include
- Data processing & software applications
- Management & supervision
- Supplier training/quality
- Technical skills/ manufacturing
- Health and other services
- Basic skills/ workplace literacy/
- Personal development

Public Offerings v. Contract Registrations By Category Fall 2000 to 10/19/00



Source: BANNER Data Extracts

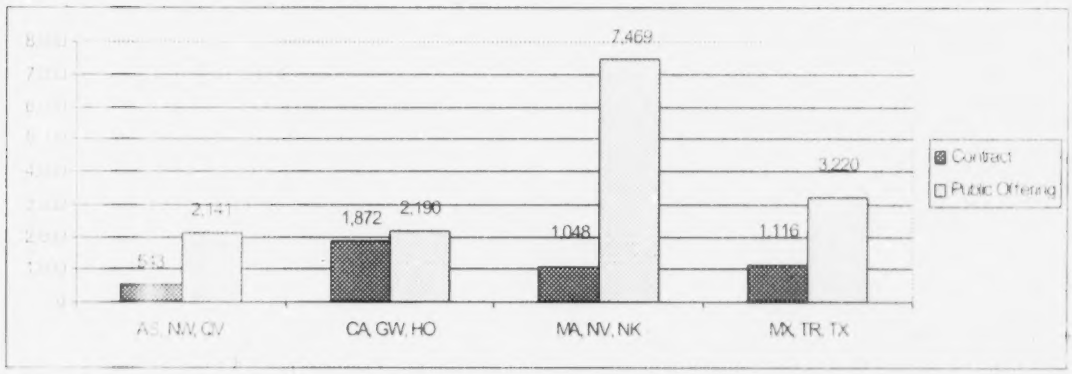
CUSTOMIZED JOB TRAINING

The chart on the previous page reflects that, as of October 19, 2000, the total public offerings, at 15,020, greatly outnumbered contract offerings, with a total of 4,579.

Among public offerings, the largest number of registrations were in life skills, with 5,763, and business and data processing, with 4,360.

College data reflect college responsiveness to local employer needs. Capital, Gateway, and Housatonic have the largest number of contract offerings at 1,872. Manchester, Naugatuck Valley, and Norwalk have the largest number of public offerings at 7,469.

Public Offering verses Contract Registrations
Fall 2000 to 10/19/00



Source: BANNER data extracts

It should be noted that these registrations cover just half of one semester. Totals for the year will be far larger.

Among peer institutions, only one college reported on non-credit registrations, with 829 duplicated course enrollments for the 1999-2000 year, and 1,423 unduplicated customized job training enrollments.

GRADUATES

Performance Indicator

Graduates of career and technical programs.

How well are the Community Colleges serving the needs of state employers?

Baseline Data Analysis

The twelve Connecticut Community Colleges offer

- Comprehensive occupational, vocational, and technical education for immediate employment, job re-training, or upgrading of skills.
- General programs including basic skills, general and adult education, and transfer degree programs, as well as continuing education and community service programs.
- Partnerships with business and industry in order to provide customized job training for new and incumbent workers.
- Partnerships with local education agencies, community and professional organizations, and other institutions of higher education.

The colleges offer support services and individualized instruction, basic skills assessment testing, academic and placement counseling for all students , including those who are under-prepared. Students may gain credit for prior knowledge and learning gained from life or work experience. English as a second language programs, child care, and financial aid help students increase their access to education, which can enhance their occupational opportunities and success.

1998-1999 Career & Technical Associate Degree Graduates

Completers by Gender

Gender	Total	Percentage
Female	2,050	64%
Male	1,145	36%
Unknown	1	0%
Total	3,196	100%

Completers by Age Group

Age at Graduation	Total	Percentage
Erroneous/Missing Data	5	0%
18-21	398	12%
22-29	1,105	35%
30-54	1,609	50%
55+	79	2%
Total	3,196	100%

Completers by Ethnicity

Ethnic Description	Total	Percentage
American Indian/Alaskan Native	9	0%
Asian/Pacific Islander	100	3%
Black, Non-Hispanic	330	10%
Hispanic	214	7%
Unknown Ethnic Group	76	2%
White, Non-Hispanic	2,467	77%
Total	3,196	100%

ENROLLMENT

Performance Indicator

Fall headcount enrollment in degree and certificate career and technical programs.

What are Community College enrollments in career and technical programs?

Baseline Data Analysis

The Connecticut Community Colleges offer an array of career and technical programs. The offerings are developed and periodically updated in cooperation with representatives of local businesses in order to meet local needs. All of the colleges have sizeable offerings in Business and Data Processing, a category that has remained strong for the past several years and promises to continue strong in the immediate future, as the state faces critical needs in information technology.

The area that attracts the second largest number of career and technical enrollments is health-related programs such as Nursing, Dental Hygiene, Physical Therapist Assistant, and Radiologic Technology. With the current shortage of allied health workers in Connecticut, these programs are likely to maintain strong enrollments in the future.

The community colleges have also seen steady enrollment increases in Early Childhood Education and Child Care programs. The system is now initiating partnerships with the state universities in an effort to build seamless pathways into teacher education programs to address the teacher shortage.

Of note are the large enrollments in Electrical Engineering Technology, a category that includes programs such as Biomedical Engineering, Optical Engineering, and Computer Systems Engineering. With the funding of an on-line Fiber Optics certificate program, these enrollments are likely to grow in the years ahead.

1999 Fall Enrollment in Credit Career & Technical Programs

	AS, NW, QV	CA, GW, HO	MA, NV, NK	MX, TR, TX	TOTAL
Business & Data Processing	688	1,898	2,466	1,634	6,686
Health Related	515	1,104	855	564	3,038
Arts & Communications	192	1,130	372	274	1,968
Technology Programs	189	732	1,571	751	3,243
Public Services	207	753	1,698	612	3,270
Total All Programs	**1,791**	**5,617**	**6,962**	**3,835**	**18,205**

Source: Fall 1999 IPEDS data

NON-CREDIT REGISTRATIONS

Performance Indicator

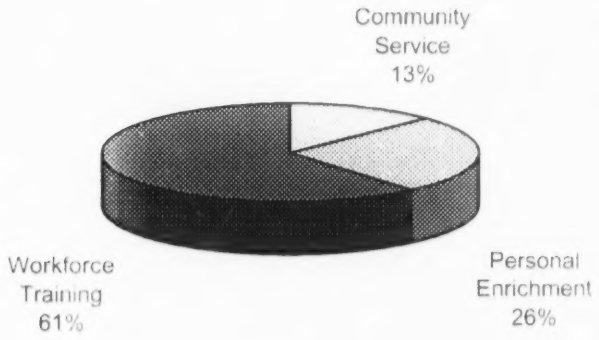
Non-credit registrations include duplicated enrollments in all non-credit courses, including community service, workforce training/ professional development, as well as personal enrichment.

How are the Community Colleges serving their communities through delivery of non-credit courses and programs?

Baseline Data Analysis

The Connecticut Community Colleges provide an array of non-credit courses and programs. In Fall 2000, as of October 19, the colleges offered a total of 19,599 registrations in the community service, continuing education, and workforce training non-credit categories. Of that total, 11,953 were workforce training courses and programs. The following chart reflects the non-credit course delivery areas.

Fall 2000 Non-Credit Registrations by Activity

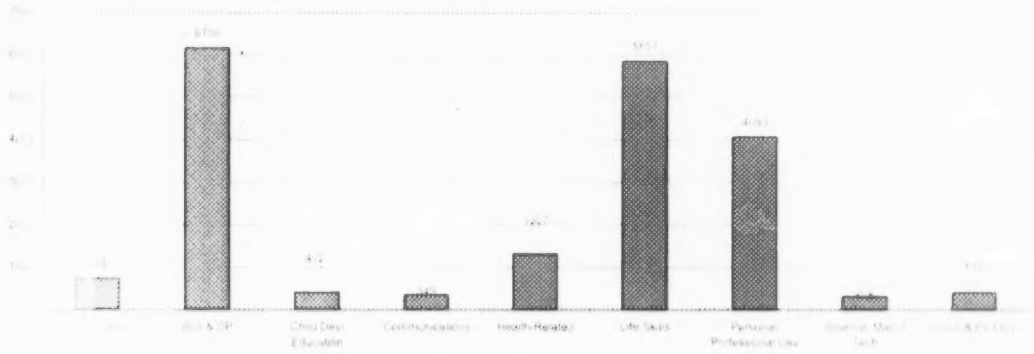


Source: BANNER Data Extracts

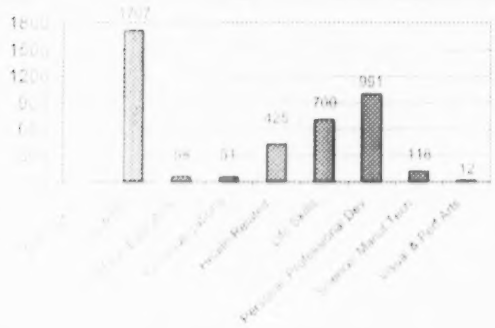
The chart above reflects the total number of registrations for ALL non-credit courses offered by all twelve community colleges, including workforce training courses offered to the public as well as through customized job training contracts. A significant proportion of the training provided involves computer-related courses and programs (Business and Data Processing category).

The chart displays the total number of registrations for Fall 2000, as of October 19, in each of three reporting categories: personal enrichment, workforce training, and community service. It should be noted that these numbers reflect just half of one semester. Totals for the year will be considerably higher, as students have registered for courses scheduled to begin after October 19 when this data extract was created

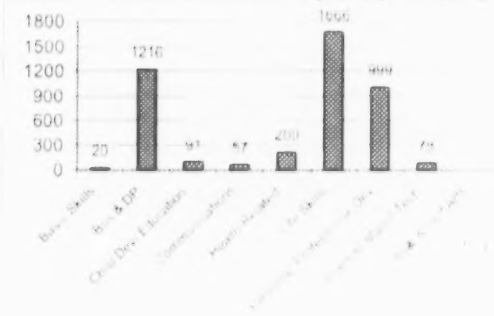
CT Community Colleges Non-Credit Registrations by Category
Fall 2000 as of 10/19/00



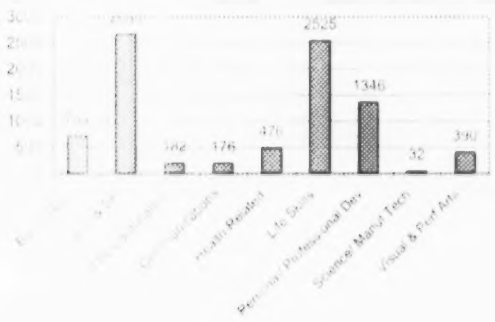
Capital, Gateway & Houstonic CC



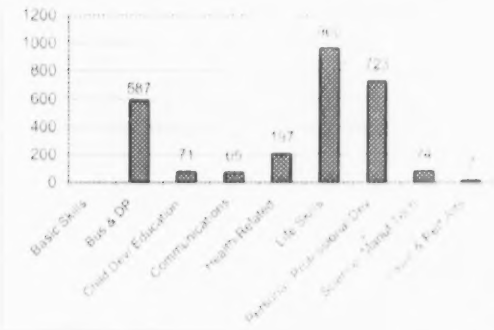
Middlesex, Three Rivers & Tunxis CC



Manchester, Naugatuck Valley, Norwalk CC



Asnuntuck, Northwestern & Quinebaug CC



Source: BANNER Data Extracts

In serving their communities, Asnuntuck, Northwestern, Quinebaug Valley, Middlesex, Three Rivers, and Tunxis targeted life skills non-credit courses. A large category for all colleges, business and data processing non-credit courses are the primary service that Capital, Gateway, Housatonic, Manchester, Naugatuck Valley, and Norwalk offer their service communities. Manchester, Naugatuck, and Norwalk also have an impressive number of visual and performing arts offerings.

CONTINUING EDUCATION REGISTRATIONS

Performance Indicator

Duplicated registrations in non-credit sections designated as Workforce Training or Personal Enrichment.

To what extent are Community Colleges serving their communities?

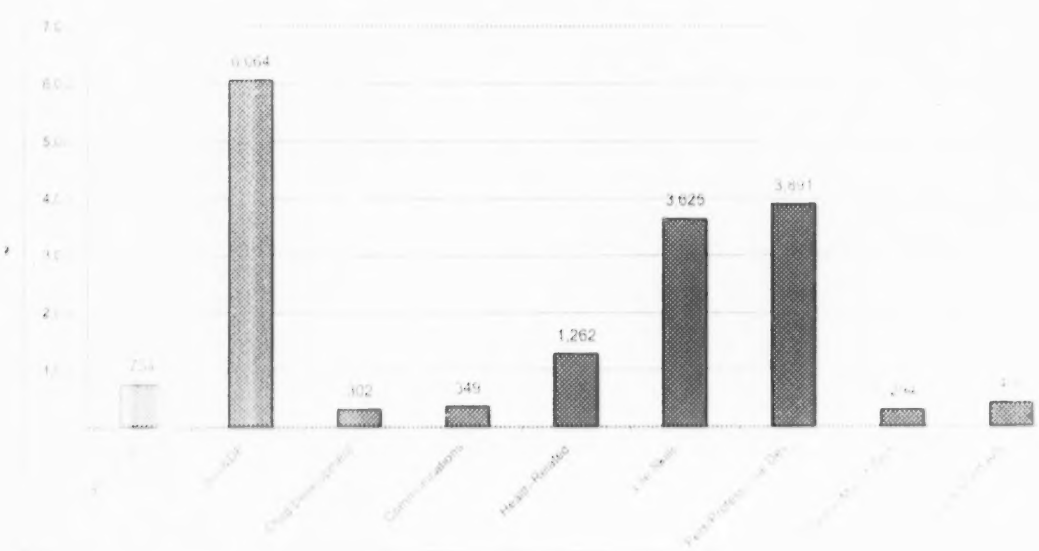
Baseline Data Analysis

The community colleges provide a variety of Continuing Education courses. Courses designated as Workforce Training prepare individuals for initial employment or enhance skills for advancement in a current job. These courses and programs also support the statewide workforce development efforts to provide a well-trained, diverse workforce to the state's employers. Examples of such courses include training in Microsoft Office software applications, bartending, shop math, and bookkeeping.

Courses designated as Personal Enrichment enhance the enjoyment of leisure time or enable participants to understand themselves and others. Examples include assertiveness training, fine arts, performing arts, gardening, woodworking, and yoga.

Workforce Training and Personal Enrichment course registrations in Fall 2000, as of October 19, totaled 16,958. Note that this is about half of one semester. Total registrations for the year will be considerably higher.

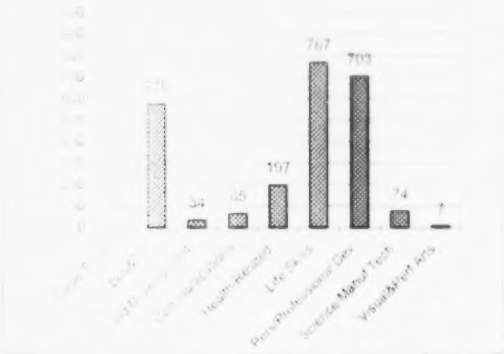
Continuing Education Registrations
Fall 2000 to 10/19/00



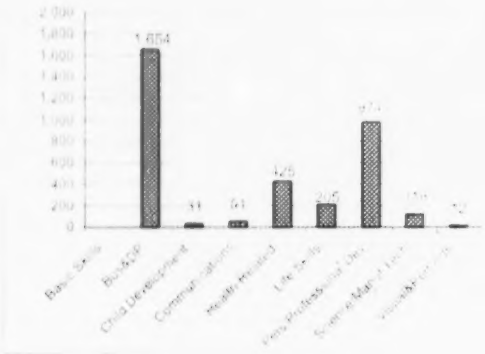
Source: BannerNet Data Extract

CONTINUING EDUCATION REGISTRATIONS

Asnuntuck, Northwestern & Quinebaug CC



Capital, Gateway & Houstonic CC



Source: BANNER Data Extract

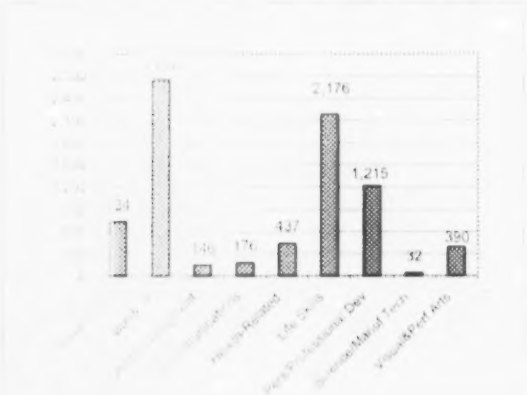
The data reflect college responsiveness to local community needs.

All of the colleges have considerable offerings in business and data processing and personal/professional development. These have proved to be mainstays of the continuing education programs.

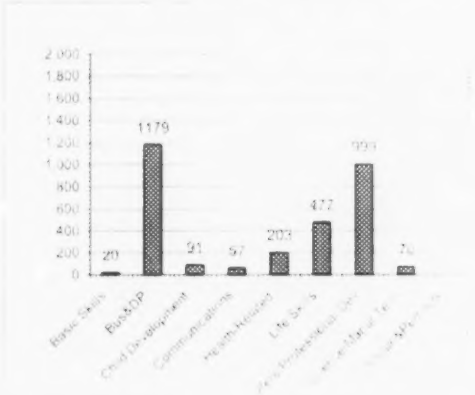
Asnuntuck, Northwestern, and Quinebaug Valley also have sizeable offerings in life skills and health-related areas, as do Capital, Gateway, and Housatonic.

Manchester, Naugatuck Valley, and Norwalk have considerable offerings in life skills, basic skills, and visual and performing arts.

Manchester, Naugatuck Valley, Norwalk CC



Middlesex, Three Rivers & Tunxis CC



Source: BANNER Data Extract

COMMUNITY SERVICE REGISTRATIONS

Performance Indicator

Duplicated course registrations in non-credit sections designated as community service. A learner can be enrolled in several such courses during the year.

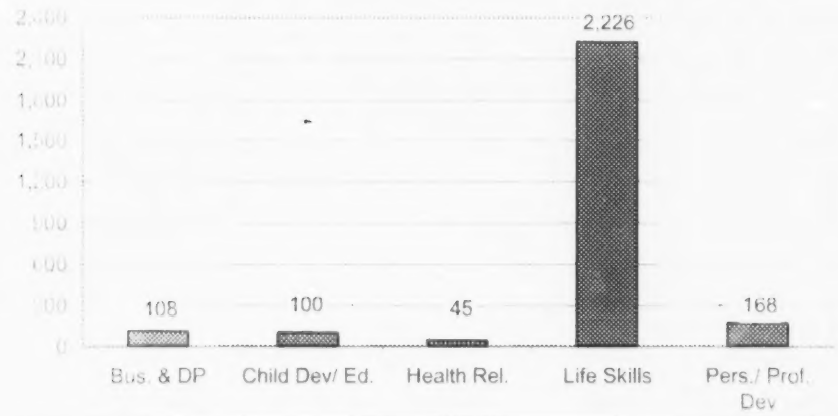
To what extent are the Community Colleges serving their communities?

Baseline Data Analysis

The Connecticut Community Colleges provide a wide array of course sections designated as Community Service. In Fall 2000, as of October 19, the colleges had a total of 2,641 registrations in such courses, the vast majority of them, 2,226, in the Life Skills category.

Community Service courses and services address both general and specific community interests. They include such topics as boating and motorcycle safety, senior programs, cultural enrichment, and foreign language courses.

Community Service Registrations
(October 19, 2000)

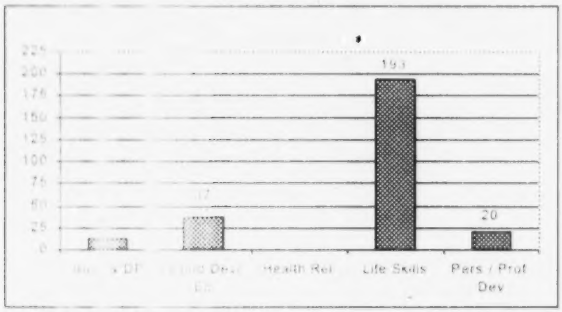


Source: BANNER Data Extract

Community Service registrations in all twelve Community Colleges, as of October 19 2000, show a considerable number of offerings in the life skills category. In addition, the colleges provided courses and services designed for personal and professional development, business and data processing skill enhancement, and child development/ education. Note that these registrations reflect just half of the Fall 2000 semester. Total registrations for the year will be considerably higher.

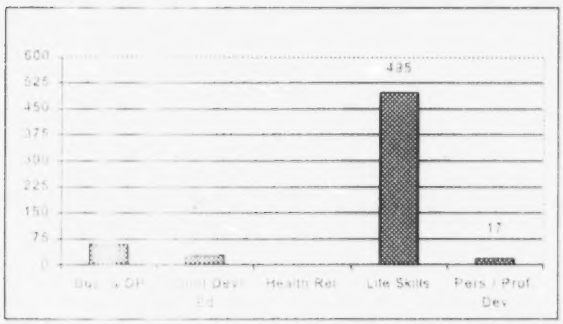
COMMUNITY SERVICE REGISTRATIONS (October 19, 2000)

Asnuntuck, Northwestern & Quinebaug Valley Community Colleges



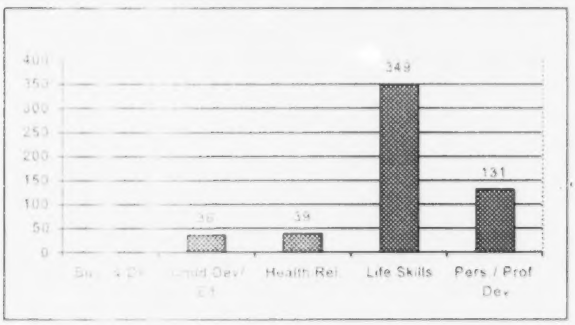
All of the Community Colleges have considerable offerings in the life skills category. Asnuntuck, Northwestern and Quinebaug Valley supplement those with community service offerings in child development/ education, personal and professional development, and business and data processing.

Capital, Gateway & Housatonic Community Colleges



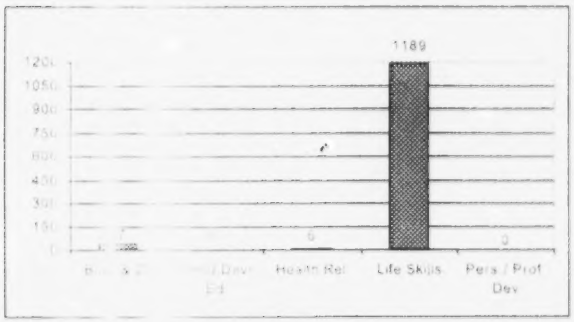
For Capital, Gateway and Housatonic, the life skills courses are supplemented by a considerable number of community service courses in the business and data processing and child development/ education categories.

Manchester, Naugatuck Valley & Norwalk Community Colleges



Manchester, Naugatuck Valley and Norwalk supplement life skills offerings with a considerable number of courses in personal development/ professional development.

Middlesex, Three Rivers & Tunxis Community Colleges



The focus of community service offerings at Middlesex, Three Rivers and Tunxis is almost exclusively life skills related. With the largest number of leisure courses in the system, these colleges also serve their communities with business and data processing and health-related offerings.

CURRENT FUND EXPENDITURES

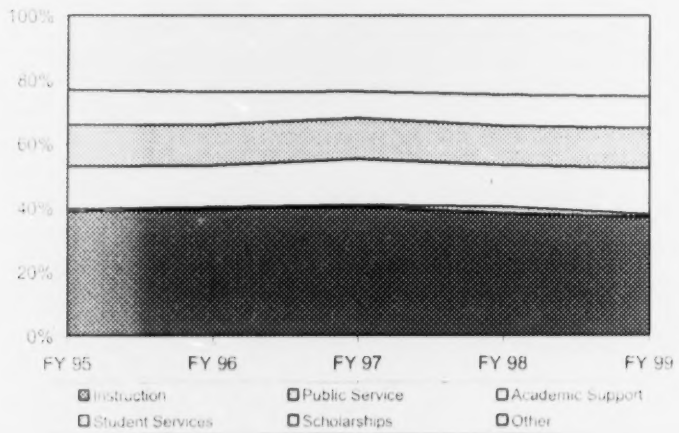
Performance Indicator

Percent current fund expenditures for instruction, public/community service, academic support, student services, scholarships and fellowships.

Do the Community Colleges use their resources in a cost-effective manner?

Baseline Data Analysis

Current Fund Expenditures for Direct Instruction, Public Service and Support



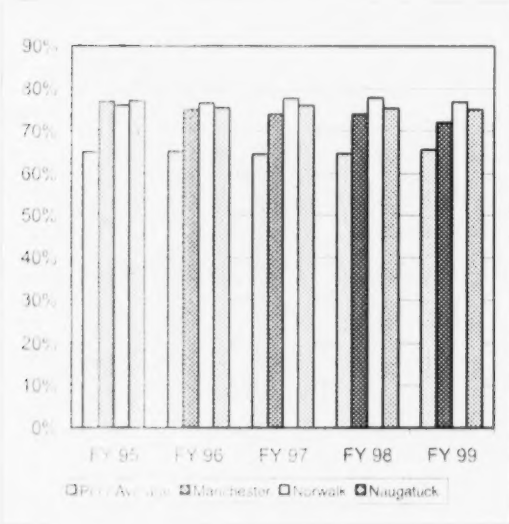
Connecticut Community Colleges spend approximately 75% of their total current fund resources on those programs that directly impact students and the public, i.e. instruction, public service, academic support, student services and scholarship aid. Other expenditures—those for maintaining the physical plant and providing campus security as well as fiscal, personnel, computer, purchasing, logistical and management support—account for the balance of total current fund expenditures at the colleges.

(millions)	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
Instruction	$71.7	$79.7	$79.3	$75.9	$80.5
Public Service	1.6	1.2	1.0	4.1	2.0
Academic Support	24.3	26.4	28.2	25.8	31.4
Student Services	24.6	25.8	25.2	24.6	27.5
Scholarship Aid	20.1	20.6	16.3	19.2	21.5
Subtotal	**$142.3**	**$153.6**	**$150.0**	**$149.7**	**$162.8**
Other Programs	42.7	48.2	46.5	49.2	55.1
Total Current Expenditures	**$185.0**	**$201.8**	**$196.5**	**198.9**	**$217.9**

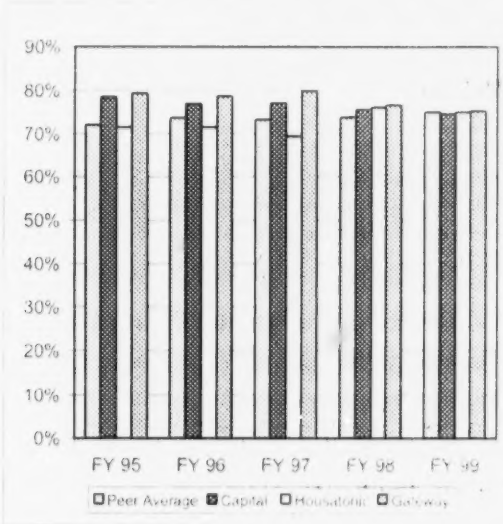
CURRENT FUND EXPENDITURES
Percent for Direct Instruction, Public Service and Support

Peer institutions in general spend a somewhat lower percentage on direct student support programs, with FY99 percentages averaging about 66% at the large urban institutions, 70% at the rural institutions, and 75% at the medium urban institutions. This indicates that Connecticut is doing a good job of allocating scarce resources in accomplishing its core missions of instruction and community service.

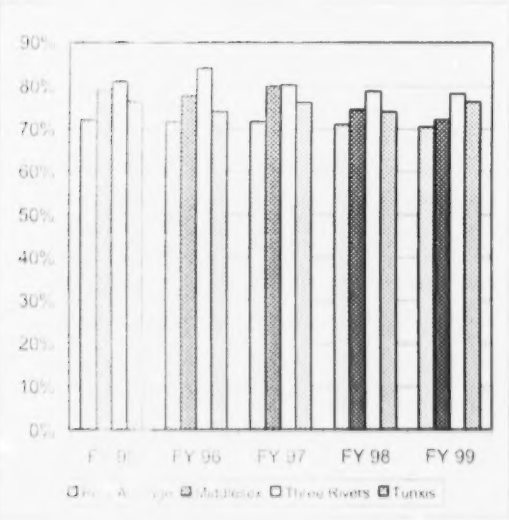
Large Urban



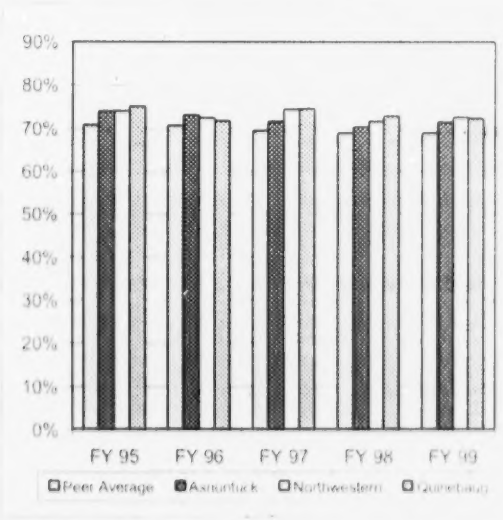
Medium Urban



Medium Rural



Small Rural



FACULTY PRODUCTIVITY

Performance Indicator

Annual workload units, both teaching and non-teaching, for full-time faculty. The current bargaining agreement provides for 30 annual total workload units, with 24 teaching and 6 non-teaching units for additional responsibilities.

What are the typical workload obligations of Community College faculty?

Baseline Data Analysis

WORK LOAD (Section 3 of collective bargaining agreement)

A. Work Load. During each academic year, full-time teaching faculty shall:

(1) teach twenty-four contact/ credit hours and perform related duties as provided in Section 2A above (one 50 minute lecture hour shall equal one contact/ credit hour for purposes of this provision);

(2) perform additional responsibilities equivalent to the preparation and teaching of an additional three contact/ credit course or an average of nine hours per week for each semester within the appointment year or teach an additional three contact/ credit hours each semester or combine additional responsibilities with additional contact/ credit hours. . .

Laboratory hours in the sciences (including computer science) and technologies shall be treated the same as lecture hours for teaching credit purposes -- that is they shall not have a lab/lecture ratio. The ratio of lecture hours to clinical hours in allied health, art studio hours, hospitality and food service laboratory hours, and all other courses having a laboratory, studio, or clinical component shall be 0.826. The present ratio for lecture hours to practica hours shall continue in effect.

The parties agree that it is desirable to limit the number of class preparations required of a teaching faculty member to three per semester; however, it is recognized that the assignment of a fourth preparation may be required in special cases to accommodate the needs of the college. Whenever possible, the fourth preparation will be assigned on the basis of mutual agreement between the teaching faculty member and the president and his/her designee.

The parties recognize that in some cases, in order to accommodate the needs of the college, the teaching load of a teaching faculty member may have to be unequally divided between the semesters of an academic year. Whenever possible, such an arrangement shall be on the basis of mutual agreement between faculty member and the president or his/her designee. No teaching faculty member shall be assigned more than 16 contact/credit hours - including the time spent on additional responsibilities pursuant to this agreement - during any one semester.

The parties agree that an individual cooperative education or field-work placement which involves both the development of work placement and on-site evaluation by the unit member may be considered to be equivalent to six (6) student contact hours. This provision constitutes a general guideline and shall not be deemed a reduction in work load for any unit member.

PEER COLLEGES: The peer colleges for Asnuntuck, Northwestern, and Quinebaug Valley Community Colleges report a 15-credit hour workload for full-time faculty per semester.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

FIRST REPORT

Charter Oak State College

Board for State Academic Awards Board of Trustees

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Charter Oak State College

Charter Oak State College

Overview

Established by the Connecticut General Assembly in 1973, Charter Oak State College is Connecticut's nontraditional college designed to provide adults with an alternative means of earning associate and baccalaureate degrees that are of equivalent quality and rigor to those earned at other institutions of higher education. Students earn the credits they need to complete their degrees in many ways including campus-based and distance learning courses from any regionally accredited college or university, testing such as CLEP and DANTES, non-collegiate courses and military training which have been evaluated and recommended for credit by the American Council on Education, contract learning and portfolio assessment. Charter Oak State College also offers video-based and online courses.

Currently, Charter Oak State College has more than 1,500 students enrolled and has experienced enrollment growth averaging 4.0 percent per year over the past five years. The average age of a Charter Oak State College student is 40 and students come to Charter Oak with a significant number of credits already earned (the average is about 90 credits for bachelor's degree candidates).

Total expenditures for FY 2000 were just under $2,200,000. Of this amount, $1,176,000 came from the General Fund and $1,024,000 came from other revenue.

Charter Oak's strategic priorities this past year have included:

- Recruiting and serving a growing enrollment;
- Implementation of its federal student financial aid program;
- Development of corporate partnerships and military initiatives;
- Expansion of its distance learning course offerings;
- Enhancement of its information technology and website to provide better student support;
- Development of a new student information system; and
- Addressing workforce shortage issues to meet state needs and to improve the future of many who are underemployed.

The Board for State Academic Awards, which governs Charter Oak State College, also oversees the Connecticut Distance Learning Consortium. The Consortium is not a college, however, and was not included in the original discussions on performance measures.

Methodology

While the goal of the report is to include at least five-years of trend data, the College was not able to provide it for all measures. Data for measures of graduate preparedness for employment, further study and licensure; graduate satisfaction with outcomes; and student satisfaction with programs, policies and services are derived from surveys of alumni. In order to survey employers, the College must first obtain their names from graduates who complete the survey. Since so few employers' names were supplied by the graduates, the numbers in each category ("business" and "non-business") are too small to provide meaningful data. Although the College has been obtaining the information for many years, the questions on surveys and the method of aggregating and assessing much of the data has changed over time so in some cases we are only able to provide reliable data for one year. The method of collecting and assessing minority enrollment data and persistence rates has also changed. Additional years of data will be added in future reports.

Peer Institutions

There are only two peer institutions for Charter Oak State College: Thomas Edison State College in New Jersey and Excelsior College (formerly Regents College) in New York. The latter became an independent institution two years ago and is no longer state-supported. However, since they are our only other peer, we will use Excelsior College data where appropriate. Neither institution was able to provide data on many measures because they do not collect the information in the same way.

GRADUATE PREPAREDNESS FOR EMPLOYMENT

Performance Indicator

Graduate preparedness for employment. (employer rating and graduate self-reporting on knowledge and skills; graduate report on career advancement)

Do graduates have the necessary skills and abilities to successfully perform job responsibilities?

Baseline Data Analysis

COSC uses two surveys to evaluate this indicator: an alumni survey and an employer survey. Graduates complete an alumni survey and are asked for permission to contact their employer and to provide the employer's name and address. Thirty-five of the 1998-99 graduates gave us permission to contact their employers, and 63% of the employers responded to the question ***How do you rate this employee's overall knowledge and skills?*** One hundred percent of the respondents rated COSC graduates as good, very good, or excellent.

Recent alumni were asked, ***How well did the degree program you completed at Charter Oak State College prepare you for your present employment?*** Of the 105 who responded to the question, 59 were previously employed or not employed and did not respond. Of those who did not fit into that category, 96% responded "somewhat adequately" "well" or "very well". Only 4% were uncertain and 0% responded "inadequately."

Very Well	Well	Somewhat Adequately	Inadequately	Uncertain
28%	52%	15%	0%	4%

The alumni survey also asked recent graduates if they experienced ***positive changes in employment*** after earning their degree from Charter Oak State College. Nineteen percent reported receiving a job promotion; 32% received an increase in salary; 36% reported obtaining a better job; 31% reported finding a job in their area of study; and 20% reported finding a job after being unemployed. It should be noted that alumni could respond to more than one category.

Received job promotion	Received increase in salary	Obtained a better job	Found a job in area of study	Found a job after being unemployed
19%	36%	36%	31%	20%

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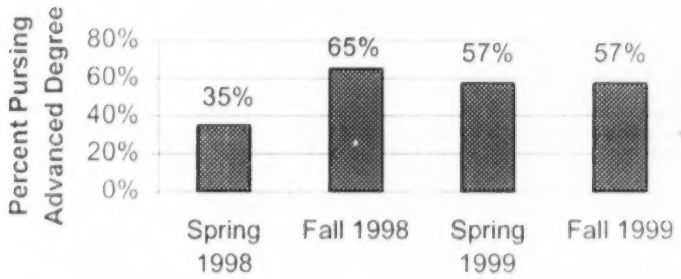
GRADUATE PREPAREDNESS FOR FURTHER STUDY

Performance Indicator

Graduate preparedness for continuing education or advanced degree program. (Continuing education advisor rating and graduate self-reporting on knowledge and skills)

Do graduates have the necessary knowledge, skills and abilities to successfully complete their next degree or certification programs?

Baccalaureate Graduates Enrolled in Advanced Degree Programs



Baseline Data Analysis

An average of 56% of the 1998-1999 COSC baccalaureate graduates surveyed have enrolled in a professional or master's degree program. COSC graduates were asked: ***If you have enrolled in another college, how well did the degree program you completed at Charter Oak prepare you for your present area of study?*** Eighty-seven percent responded "well" or "very well."

Very Well	Well	Somewhat Adequately	Inadequately	Uncertain
61%	26%	8%	3%	3%

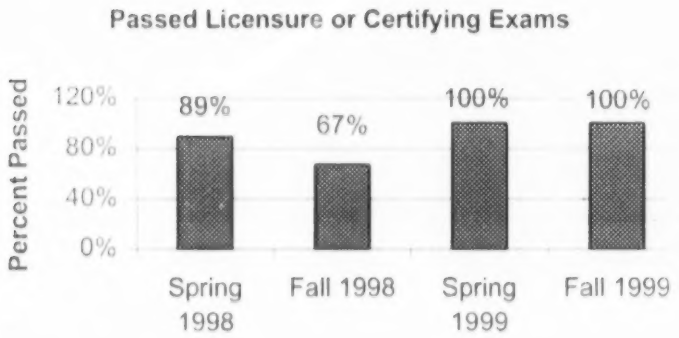
Thomas Edison State College, one of our peer institutions, did not supply data on this measure. Excelsior College reported that 79% of their alumni responded that the College had prepared them "satisfactorily" to "very well."

GRADUATE PREPAREDNESS FOR LICENSURE

Performance Indicator

Percent of graduates passing licensure examinations

Do baccalaureate graduates have the necessary knowledge to perform successfully on licensure examinations?



Baseline Data Analysis

The average age of a COSC student is 40. Over 95% of the College's students are already employed when they enroll and typically have already attained any licensure or certification required to hold their current jobs. In addition, the COSC General Studies curriculum is not designed to prepare students for specific licensures/exams. Consequently, 90% of graduates reported on the alumni survey that they did not take any licensure or certifying exams. Of the 31 alumni who took such exams, 28 passed.

Excelsior College only collects information on the NCLEX-RN examination for graduates of their Associate Degree in Nursing, and they report a pass rate for 85% of first time takers. Thomas Edison State College did not supply data on this measure.

GRADUATE SATISFACTION WITH OUTCOMES

Performance Indicator

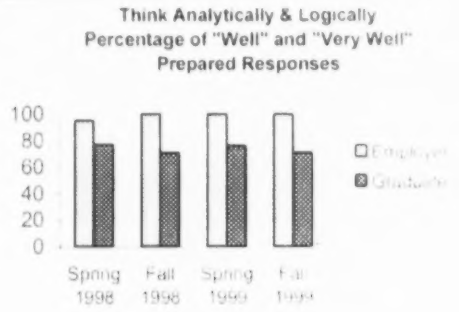
Percent of graduates who report their education greatly enhanced their ability to think analytically and logically; write effectively; and use quantitative skills.

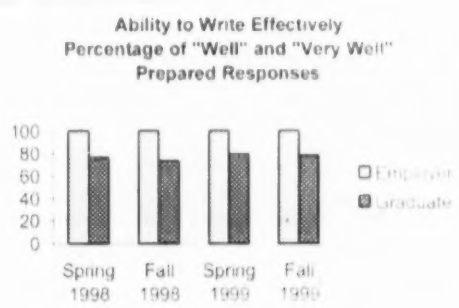
Baseline Data Analysis

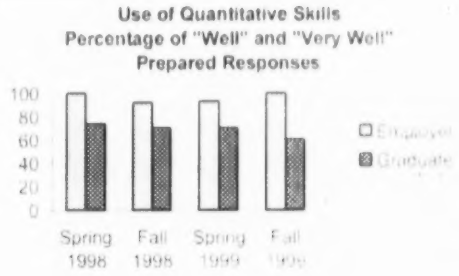
The average number of credits which students have earned before enrolling at Charter Oak is 90. Since they have earned the majority of credits prior to enrolling at Charter Oak, alumni do not always credit COSC when they are asked on a survey to mark the degree of impact their experience while enrolled at COSC had in the areas of writing effectively, understanding math and scientific principles and thinking analytically and logically. Despite this fact, an average of 74% reported their education enhanced their ability to think analytically and logically; 77% reported their education enhanced their ability to write effectively; and 69% reported that their education enhanced their quantitative skills.

In responding to a similar survey, graduates of Excelsior College rated how well their experience prepared them with writing skills, problem-solving skills and critical thinking skills. Forty-six percent reported being satisfactorily or better prepared with writing skills; 54% with problem-solving skills; and 56%, with critical thinking skills. Thomas Edison State College did not supply data on this measure.

To what extent are graduates satisfied with the outcomes they received from their education?







Employers of the most recent COSC alumni were surveyed with the permission of graduates. Over the past few years, an average of 100% of the employers who responded reported that the graduates were "well" or "very well" prepared to write effectively; 96% reported that they were "well" or "very well" prepared to use quantitative skills; and 99% reported that the graduates were "well" or "very well" prepared to think analytically and logically.

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MINORITY ENROLLMENT COMPARED TO STATE MINORITY POPULATION

Performance Indicator

Is COSC accessible to minority adults?

Minority enrollment compared to state minority population. (Percentage of minority enrollment of Connecticut residents by racial/ethnic group compared to the percentage of Connecticut minority residents, 25 years or older with some college.)

Baseline Data Analysis

Each year Charter Oak State College tracks its minority enrollment and compares it with the minority population of the State. However, this is not a true picture of the population which is eligible for admission to Charter Oak – those with some college credit but no degree. It was only this year that we used census data (1990) to compare our enrollment with the enrollment of Connecticut residents 25 years of age or older who have some College and no degree. Charter Oak's minority percentages in 2000 are very close to the State figures. These will be updated with the availability of 2000 census data.

We do not have comparable data from Excelsior College or Thomas Edison State College. Excelsior uses national data since it is a national program with most of its enrollment coming from outside New York. We hope to have comparable data from Thomas Edison in the future.

Minority Enrollment of CT Students Compared with Minorities in CT with Some College and No Degree

White		Black		Hispanic		Asian		American Indian	
COSC	State	COSC	State	COSC	State	COSC	State	COSC	State
87%	[illegible]	7%	7%	4%	4%	9%	9%	4%	[illegible]

Source: [illegible]

PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

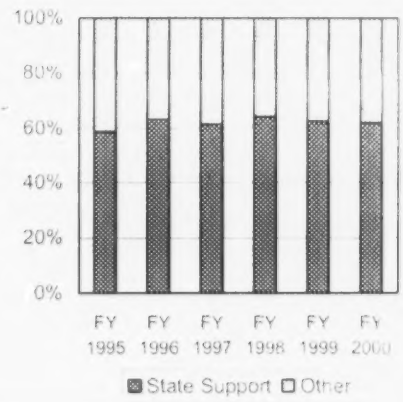
Performance Indicator

The total state appropriations including general and fringe benefits and capital equipment funds for Charter Oak State College as a percentage of total educational and general expenditures.

Baseline Data Analysis

The State of Connecticut's investment in higher education is vital to the financial viability of Charter Oak State College. From FY 1995 through FY 2000, state support of the College's operating budget varied from 58.8% to 64.2%. It should be noted that in four of the six years, more than 96% of the state support covered personnel costs. Comparable data on state support from Charter Oak's peer group is not available at this time.

Is Connecticut committed to providing affordable access to its higher education system?



(millions)	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
State Support	$0.83	$0.94	$1.05	$1.31	$1.48	$1.60
E & G	$1.41	$1.49	$1.71	$2.04	$2.38	$2.59
Percent	58.8%	**63.1%**	**61.4%**	**64.2%**	**62.2%**	61.8%

Source: [illegible]

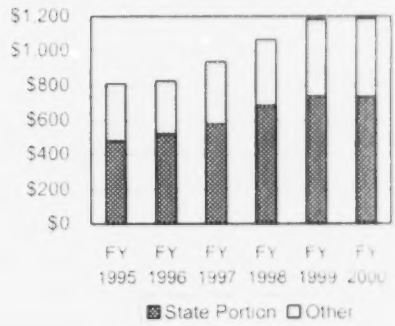
TOTAL EXPENDITURES PER STUDENT

Performance Indicator

Programmatic costs per student served (students on July 1 plus new enrollees during the fiscal year) and cost per enrolled student served (average number of enrolled students during fiscal year). General fund fringe benefits and capital equipment funds were included in total educational and general expenditures.

Are operations cost-effective with efficient use of resources?

Cost Per Student Served



Baseline Data Analysis

Over the six-year period from FY 1995 to FY 2000, the cost per student served at Charter Oak State College increased 45.9%, from $811 to $1,183, and the cost per enrolled student served increased 49.3%, from $1,151 to $1,719. It should be noted that, during this period, there were significant collective bargaining increases including a 14% increase in the work week, from 35 to 40 hours. Additionally, through FY 2000, the College did not track costs by program. Comparable data on expenditures per student from Charter Oak's peer group is not available at this time.

	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Students Served	1,735	1,797	1,824	1,914	2,019	2,187
Enrolled Students Served	1,223	1,249	1,269	1,277	1,402	1,505
Cost Per Student Served	**$811**	**$827**	**$940**	**$1,064**	**$1,181**	**$1,183**
State Portion	$478	$523	$574	$683	$735	$751
Other	$333	$304	$365	$382	$446	$432
Cost Per Enrolled Student Served	**$1,151**	**$1,190**	**$1,350**	**$1,595**	**$1,701**	**$1,719**
State Portion	$720	$790	$775	$819	$873	$930
Other	$431	$400	$575	$776	$828	$789

Source: Operating Statement and Financial Reports

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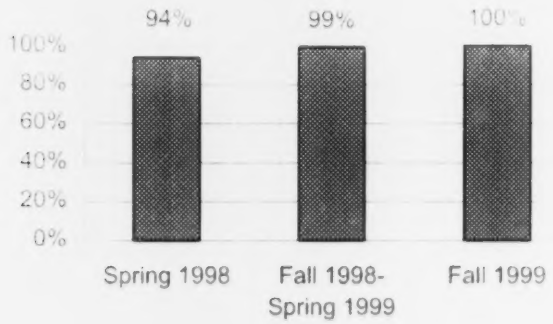
STUDENT SATISFACTION WITH PROGRAMS, POLICIES AND SERVICES

Performance Indicator

Level of student satisfaction with programs, policies and services as indicated by respondents to the alumni survey.

Are students satisfied with programs, policies and services?



Baseline Data Analysis

Ninety-seven percent of the COSC graduates who responded to the 1998-99 alumni survey reported being "very satisfied" or "satisfied" when asked to ***Please mark your level of satisfaction regarding the Charter Oak Program, in general.***

When asked ***how satisfied they were with their Excelsior College education***, 91% of the Excelsior alumni responding to the question reported that they were "satisfied" or "very satisfied."

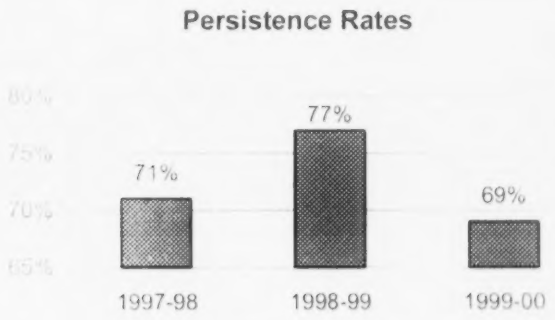
Although its data is not exactly comparable, Thomas Edison State College (TESC) reports that, to date, 27% of the graduates from its undergraduate degree programs between March 1997 and June 2000 participated in their Graduate Survey. In response to the question, ***Rate your overall experience with the College***, 98% of the respondents rated their overall experience with the College as "Good" (39.5%) or "Excellent" (58.9%). Among just the FY 2000 graduates responding to the survey, 96% of the students rated their overall experiences with the College as "Good" or "Excellent."

PERSISTENCE RATES

Performance Indicator

Percent of students who have continued their enrollment or who have graduated one year after initial enrollment.

Does Charter Oak State College offer programs and services that help adults persist towards a College degree?



Baseline Data Analysis

Persistence rates are calculated for one year after enrollment. The College began using this methodology in 1997; therefore only three years of data are available. That figure has ranged between 69% and 77% during the past three years. Charter Oak is following trends to determine why there is a shift in rates.

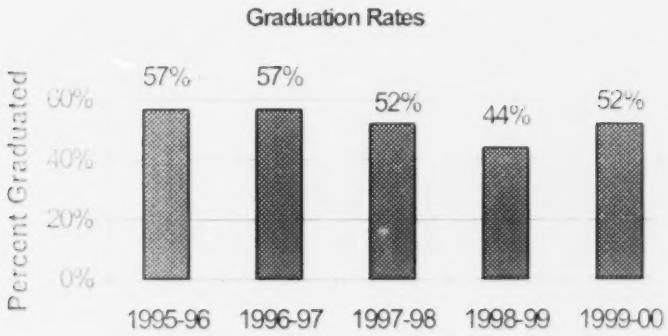
Neither of our peer institutions, Excelsior College or Thomas Edison State College, is currently reporting comparable data.

GRADUATION RATES

Performance Indicator

Percentage of students who have graduated within six years after initial enrollment

Does Charter Oak State College offer programs and services that help adults achieve a college degree?



Baseline Data Analysis

In most years, just over half of those who enroll at Charter Oak State College complete their degrees within six years from the date of enrollment. In addition to those who graduate, there are students who enrolled six years earlier who are still pursuing their degrees. Their enrollment has been continuous or they returned after stopping out for one or more semesters. For example in addition to those who enrolled in 1993-94 and graduated by 1999-2000, 31 students or just under 6% of the initial group were still enrolled.

We have only been able to gather graduation data from one of our peer institutions Excelsior College. For 1997-98, Excelsior reported graduation rates of 59% for bachelor's degree graduates ; for 1998-99, 58% for bachelor's degree graduates; and for 2000, 57% for baccalaureate degree graduates.

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Tentative Timeline for Future Measure Development and Reporting

The table below provides a tentative timeline for the continuation of work on the development and reporting of accountability measures. As this is the first year of reporting on these measures, a major next step is to obtain feedback from external constituencies and, in particular, the Education Committee. These discussions may, in fact, lead to further modification of the current list of approved measures. Therefore, this list should be viewed as a general guide subject to change as discussions continue. It is important to note that the development of some of the measures for which data collection mechanisms currently do not exist will require additional resources. *

Goal	Measure or Measurement Area	Unit(s) Affected	Tentative Date of Reporting
1	Student Learning Outcomes	All	January, 2003
	Employer Satisfaction with System	DHE (for system)	January, 2003
	Value of Deferred Maintenance	DHE (for system)	January, 2003
	Proportion of graduating students whose education included a research experience	UConn	January, 2002
2	Percent of CT colleges with formal feedback systems to K-12	DHE (for system)	January, 2002
	Percent of CT four-year colleges that use CAP test in admissions	DHE (for system)	January, 2003
	Professional volunteer contributions to CT public schools	UConn	January, 2002
	Percent of teacher prep programs employed as teachers	CSU	January, 2003
	Percent of programs using assessment feedback to revise curriculum	CSU	January, 2002
3	Increase in retention	DHE (for system)	January, 2003
	Financial assistance	COSC	January, 2003
4	Non-credit enrollment	DHE (for system)	January, 2003
	Percent business employers satisfied with competence of graduates	UConn and CSU	January, 2003
	Number of persons served by CSU conferences, seminars, institutes, etc.	CSU	January, 2002
	Percent of programs utilizing external feedback in curricular assessment	CSU	January, 2002

*Specific funding requests for development of several new measures has been included in the FY 2001-03 consolidated operating budget request for higher education.

Goal	Measure or Measurement Area	Unit(s) Affected	Tentative Date of Reporting
4	Number of patent and inventions	UConn	January 2002
	Contracts and grants leading to licenses of intellectual property	UConn	January 2003
	Number of collaborations and partnerships	UConn	January 2002
5	Number of student internships, cooperative experiences and clinical and community service placements	UConn	January 2002
	Instances of professional service by UConn professional staff	UConn	January 2003
	Service to entrepreneurial activities, and societal and health issues	UConn	January, 2003
	Public official's training	UConn	January, 2002
	Cultural and recreational contributions	UConn	January, 2002
	Percent of non-business employers satisfied with competence of graduates	UConn and CSU	January, 2003
	Percent of faculty engaged in community service activities	CSU	January, 2002
	Percent of programs utilizing external feedback in curricular assessment	CSU	January, 2002
	Basic skills in reading, writing, and English	CTC system	January, 2003
	Basic skills in math	CTC system	January, 2003
6	Ratio of Administrators to total staff	UConn	January, 2002
	Faculty salaries	UConn (HC)	January, 2002
	Faculty workload, productivity, faculty time	UConn	January, 2003
	Return on State's investment	UConn	January, 2002
	Percent of budget expended on administrative and other functions	UConn	January,2002
	Faculty instructional productivity	CSU	January, 2003
	Retention rate	UConn and CTC system	January, 2003

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